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ABSTRACT

Focusing on adult education in the German Democratic Republic (GDR), this book is part of the series on adult education in Europe. The first of three sections, The System of Adult Education in the GDR, describes (1) the historical background particularly since World War II and the development of the socialist state; (2) the social determinants (socio-economic, political, and intellectual and cultural); (3) the goals, components, and main modes; (4) the three spheres of content (systematic post-high-school general education in People's Universities, vocational further training, and multivariate further training by social organizations); (5) the legal foundations; (6) management, planning and financing; and (7) the basic forms of the adult pedagogical process. The second section, Personnel Engaged in Adult Education, points out that there are 6,000 full-time staff members employed in the GDR's adult education facilities, and describes their qualifications and social status. Section 3, Theory and Research in the Field of Adult Education, provides a summary of current research programs and lists the themes around which research efforts in the GDR are currently centered. The appendixes include an extract from the GDR labour code, adult education statistics for the GDR, statutory provisions on adult education in the GDR, and a list of selected publications on adult education in the GDR. (LRA)

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European Centre for Leisure and Education

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ADULT EDUCATION IN THE GERMAN DEMOCRATIC REPUBLIC

Studies and Documents *No. 5*

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1. THE SYSTEM OF ADULT EDUCATION IN THE GDR

The GDR is a socialist country with an advanced industry and agriculture. It covers a territory of 108,178 square kilometres and has a population of 16,850,000 (as per the middle of 1975), the mean population density being 156 per square kilometre. The shares of industry and agriculture in the produced national income developed as follows (comparable prices; basis: 1967):

	1965	1970	1975
Industry	51 500	68 800	91 200 million marks
Building industry	6 400	9 300	11 700 million marks
Agriculture & forestry	12 100	13 200	14 700 million marks

With regard to a number of industrial products (lignite, electrical energy, man-made fibres, plastics, cement, TV-sets, refrigerators etc.) the GDR ranks among the first 10 to 15 leading industrial countries.

In 1975, a total of 8.4 million people were gainfully employed in the GDR (apprentices included), 7.4 million of them being workers and salaried employees (apprentices included). The employment ratio of people of working age is about 90 per cent. More than 84 per cent of all women and girls of working age in the GDR are gainfully employed. The share of people employed in agriculture and forestry amounts to 900,000.

The GDR has highly advanced social services, an efficient science, a rich culture which is rooted in the people, a sports movement which enjoys international recognition, and an up-to-date educational system. The following diagram shows the structure of this educational system:

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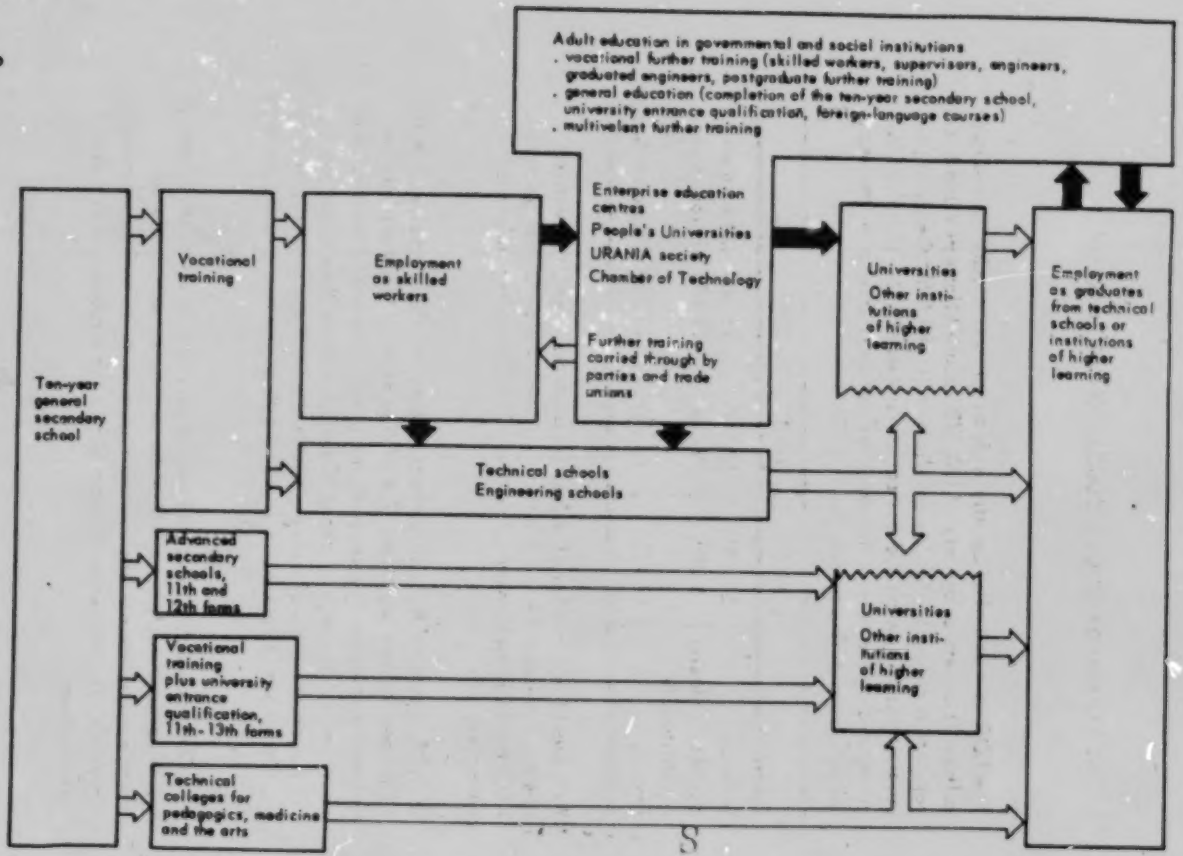
Adult education in governmental and social institutions
. vocational further training (skilled workers, supervisors, engineers, graduated engineers, postgraduate further training)
. general education (completion of the ten-year secondary school, university entrance qualification, foreign-language courses)
. multivalent further training
Ten-year general secondary school
Vocational training
Employment as skilled workers
Enterprise education centres
People's Universities
URANIA society
Chamber of Technology
Further training carried through by parties and trade unions
Universities
Other institutions of higher learning
Employment as graduates from technical schools or institutions of higher learning
Technical schools
Engineering schools
Advanced secondary schools, 11th and 12th forms
Vocational training plus university entrance qualification, 11th-13th forms
Technical colleges for pedagogics, medicine and the arts
Universities
Other institutions of higher learning

The goal of the integrated socialist educational system is a high standard of education of the entire population, the education of universally and harmoniously developed socialist personalities who consciously shape social life, change nature, and lead a full and happy life worthy of human beings. This goal unites the socialist state and all social forces in joint educational endeavours.

Adult education forms an integral part of the integrated socialist educational system.

The socialist educational system provides a high level of general education for all citizens. The general education lays the foundations for any kind of specialized education. The specialized education prepares for exercising a job. It comprises technical know-how and professional skills. In all educational facilities, which provide a specialized education and training, general education is consolidated and continued.

The socialist educational system of the GDR is governed by the following principles:

- combination of school with life, of instruction and learning with work, of theory with practice;
- unity of education and training;
- guaranteed opportunity for all people to unfold their gifts and talents;
- close cooperation between governmental institutions, social organizations, and the family;
- secular character of the integrated socialist educational system and scientific character of instruction;
- exemption from fees both for pupils and full-time students at universities, other institutions of higher learning and technical schools.

In the GDR ten-year general secondary schooling (Allgemeinbildende Oberschule) is compulsory. All young people who do not continue their education in the 11th and 12th forms of the advanced secondary school (Erweiterte Oberschule) or at a technical school (Fachschule) for pedagogics, medicine or the arts have to take up vocational

training right after leaving school (either a 2-year vocational training or a 3-year vocational training plus university entrance qualification - Abitur).

The socialist state guarantees all young people an apprenticeship and after they have completed their apprenticeship, a job in their vocation.

1.1. Historical Background

The present system of socialist adult education in the GDR continues all the progressive traditions which marked the history of education. First of all it is the often praised "sense of theory" of the German working class which made the working-class movement and workers' education become again and again a dialectical, political and pedagogical unity and which does so even now.

The beginning of adult education for workers in a number of European countries coincided with the industrial development of capitalism. The same is true for the territory of Germany as well. The 18th century witnessed the first Sunday schools for peasants and craftsmen. In the 19th century the associations of journeymen began to strive after a higher level of education, which gave rise to the great movement of the German workers' education associations. After the publication of the "Communist Manifesto" by Karl Marx and Friedrich Engels (1848) and the subsequent evolution of a revolutionary working-class movement, the educational system of the German working class reached a remarkable level both in terms of content and organization. (Examples: establishment of the famous school for workers' education in Berlin, 1891; opening of the "Vorwärts" printing office, 1902; establishment of a school for workers' education and a workers' library in Leipzig, 1907.)

The owners of larger factories had the first "factory schools" erected which were intended for adult workers. In 1888, l beral bourgeois circles and scientists founded the "URANIA Society" for the dissemination of scientific knowledge, and about 1900 the system of People's Universities (Volkshochschulen) developed in capitalist Germany.

In the late 20s and the early 30s the Communist Party of Germany (KPD) organized its very successful "Marxist Workers' Schools" (Marxistische Arbeiterschulen - MASCH), which offered workers and other working people the possibility of getting a theoretical and political education and acquiring knowledge of the natural sciences and of the arts on the basis of the philosophy of dialectic materialism. At the Berlin MASCH, the most important of all the Marxist Workers' Schools, renowned scientists such as Albert Einstein gave popular-science lectures on new theoretical findings.

The liberation of the German people by the Soviet Army from fascism, the setting up of the first nationally-owned enterprises and democratic state organs, the founding of the Socialist Unity Party of Germany (SED) in 1946 and the founding of the German Democratic Republic in 1949 constituted the decisive preconditions for developing adult education - on a strictly scientific basis and at the same time rooted in the people - in the service of an antifascist-democratic construction and, afterwards, in the service of socialist development. As early as on 23rd January, 1946, a decree (No. 22) of the supreme chief of the then Soviet Military Administration in Germany set the task "to disseminate among adults and young people general scientific and general political knowledge, to contribute to raising culture in general and the educational level of the public at large, and to educate the population in the spirit of democracy, antifascism and antimilitarism". In all larger towns and numerous smaller communities new People's Universities were opened, and in the centres of production "technical enterprise schools" (Technische Betriebsschulen) were founded as the logical consequence of socialist workers' policy and educational policy. Later (since 1955) these technical enterprise schools developed into the present "enterprise educational centres for adults" (Betriebsakademien) which have a broader educational profile. This development was connected with the construction of the economic basis of socialism. Relying on the experience gathered in the first socialist country, the USSR, the law on the first five-year plan of the GDR laid down an important measure to increase labour productivity in the nationally-owned enterprises, namely "the continuous qualification of workers". This close connection between new, progress-oriented

economic, social and political measures on the one hand and activities for improving adult education on the other has marked from those years to the present time the educational policy of socialist society. This is a principle of socialist adult education, a principle which serves its systematic and continuous development in connection with social progress and, consequently, the satisfaction of growing educational needs of the working people in the GDR. In the early years of the GDR's existence, adult education played a decisive role in training a new teaching staff oriented towards humanism and democracy. Most of the teachers who had championed in the period 1933-1945 a fascist education had to be removed from the schools. After their dismissal, crash courses were organized for the retraining of working people who volunteered for this responsible work. Between 1945 and 1947, as many as 40,000 progressive adults - workers, farmers and others - were retrained for this purpose. At the same time, efficient measures were taken to abolish the bourgeois educational privileges of capitalist times. The "Law on the Democratization of German Schools" (1946) and its implementation meant the beginning of the construction of a democratic comprehensive school. Irrespective of their social origin, all gifted people were thereby given equal educational opportunities, including education at universities and other institutions of university level. In this connection the facilities of adult education solved problems which were, indeed, of historical importance. Special emphasis must be placed, in this context, on the activities of the Workers' and Farmers' Faculties (Arbeiter- und Bauernfakultäten - ADF). Mainly in the first two decades of the GDR's development they gave thousands of young workers and farmers the chance of taking up, after attending a 3-year study course at a Workers' and Farmers' Faculty, regular university studies. The novel "Die Aula" (The Aula) by Hermann Kant, a renowned GDR author, is a literary memorial to these Workers' and Farmers' Faculties.

When, in the late 50s and the early 60s, the worst consequences of war had been eliminated in the GDR and an economic reconstruction programme been started, a system of "vocational qualification in stages" developed under the adult education scheme. Under the slogan "Qualification of unskilled workers as semiskilled workers,

of semiskilled workers as skilled workers, of outstanding skilled workers as supervisors" the training and further training of the working people experienced a remarkable upswing. In 1965, all tasks and functions of adult education were, for the first time in the history of German education, embodied in law under the aspect of an independent socialist educational system. The "Law on the Integrated Socialist Educational System of the GDR" deals with the sphere of adult education as an equal component of the national education as a whole. The application of this Law and the subsequent "Principles for the Training and Further Training of the Working People" (1970) led to a further quantitative and qualitative improvement of adult education in social practice. Another stimulus which acted at the same time was the emulation movement under the motto "Work, live and learn in a socialist way", which had been initiated in the economic sphere by the trade unions. Adults' participation in continuous further training became a moral norm, a specific value in the socialist way of life.

The beginning of the 70s witnessed a closer interconnection of the vocational training and further training of the working people with the intensification of social production. Since the VIIIth and IXth congresses of the Socialist Unity Party of Germany (SED) in 1971 and 1976, vocational adult education has represented an increasingly important factor of the development of productivity in the economy, of the personality development of the working people and, consequently, of social progress. At present, new problems are to be solved, some of them being rather complicated. One of these problems, for instance, is how to make full use of the great potential of knowledge and experience of the working people in the interest of the multitude of rationalization tasks in the GDR's economy. At the same time, the different jobs in a given profession shall, after rationalization has been completed, correspond to the high educational level of the work teams, and the changed content of work shall promote creativity and further training anew. "In a modern socialist industrial country like the German Democratic Republic", Erich Honecker, General Secretary of the Central Committee of the SED and Chairman of the Council of State of the GDR, said some time ago, "economic growth will flow mainly from the crea-

tive power of the workers and cooperative farmers, of the scientists and technicians and of all other working people, from the intellectual potential of our people."[1]/

1.2. Social Determinants

The people of the German Democratic Republic has, in accord with the processes of historical development in our time, realized its right to socio-economic, political and national self-determination and is building an *advanced* socialist society.

The German Democratic Republic is the political organization of the working people in town and countryside led by the working class and its Marxist-Leninist party. Man is the centre of all efforts of socialist society and its state. The *decisive task* of the advanced socialist society is the further raising of the material and cultural standards of the people on the basis of a high growth rate of socialist production, increased efficiency, scientific and technical progress and growing labour productivity.

The socio-economic foundations of adult education in the GDR and the influence of scientific and technical progress

Karl Marx discovered the following low-governed process of social life: "The mode of production of material life conditions the general process of social, political and intellectual life".[2]/ In so far the mode of production determines, in the final analysis, also all processes of education and training, the goals and structures of the state-run educational system and of all other educational establishments. This applies without restriction to the adult education of all social classes and strata in a given social system. Adult education in the GDR is consciously organized in accord with this law-governed process.

The most important socio-economic foundation of the social order in the GDR is the *socialist ownership of the means of production*, which exists in two forms: a) the more developed forms of the national ownership of the means of production ("nationally-owned enterprises" (VEB) in industry, transport, agriculture etc.) and

b) the form of cooperative ownership of the means of production ("Agricultural Production Cooperatives" (LPG), "Craftsmen's Production Cooperatives" (PGH) etc.). This public ownership of all material and economic resources made it possible for the state to do away with the former educational privileges and with the educational barriers once set up due to the socio-economic conditions, and allowed to create an integrated socialist educational system which is accessible to all children and adults alike. Thanks to the socialist mode of production, the structure of this educational system is such as to give every gifted citizen the possibility of going on to the next higher stage of education, up to the highest educational institutions, i.e. the universities and other institutions of higher learning.

Another important factor is that the planning and management of economic development (and of all social spheres) are determined by latest scientific findings. Planning and management are realized by cooperation between the leading Socialist Unity Party of Germany (SED) and the other political parties allied with it, the People's Chamber (Parliament) and the government of the GDR, the Confederation of Free German Trade Unions (FDGB), the Free German Youth association (FDJ) and other social organizations, which implies that the whole mode of production in its complicated dialectics of production relations and productive forces can be developed, *in principle, systematically*. The continuous economic advance expresses itself in the produced national income which rose (calculated in comparable prices; basis: 1945), since the founding of the German Democratic Republic, as follows:

1949	22,400 million marks
1960	71,500 million marks
1970	109,500 million marks
1975	142,400 million marks
1977	155,400 million marks

The socio-economic foundations of socialism and the systematic development of the national economy are the decisive reasons for the fact that there are no unemployed of working age in the GDR. From this follows, inter alia, that every person gainfully employed

can engage in further vocational training on a stable social basis and with a promising perspective. This is another way in which the humanist character of the socialist social order becomes evident. The conscious and effective incorporation of the individual into working life, according to the UNESCO recommendation on the development of adult education (1976), has been guaranteed in the GDR for decades now. It is on this basis and in the unity of work and education that all working people are given the chance of unfolding their abilities and talents.

Social ownership and planned economy make it possible to use the rapidly advancing scientific and technical progress of our time in the interest of man, to change his functions in the labour process and the content of his job in a way that they will increasingly contribute to personality development, and to reduce more and more essential differences between predominantly physical and predominantly intellectual work, between demanding and less demanding work. Under socialism the speed, direction and scope of the productive forces' development are measured by the standard of a versatile, universal development of the main productive force: the physical and intellectual abilities, the creative activity and the needs of the working man.

Already in the late 60s and early 70s the educational level and, actually, the cultural standard of the broad masses in the GDR were high. The level of qualification of all working people, for instance, was raised as follows:

1955	70.0 per cent	unskilled and semiskilled workers
	25.6 per cent	skilled workers and supervisors
	4.4 per cent	graduates from technical schools and institutions of higher learning
1971	38.3 per cent	unskilled and semiskilled workers
	44.9 per cent	skilled workers and supervisors
	13.7 per cent	graduates from technical schools and institutions of higher learning

1975 a total of 7,947,600 gainfully employed persons (except apprentices)
of those

32.9 per cent	unskilled and semiskilled workers
53.0 per cent	skilled workers and supervisors
14.1 per cent	graduates from technical schools and institutions of higher learning

Certain bourgeois publications advocate the view that the development of the educational system and in particular of training and further training is promoted exclusively by scientific and technical progress. Such an approach to adult education is too narrow, too mechanical.

Whatever the impact of the scientific and technological revolution may be, education and training will remain social phenomena. To be sure, their development receives strong impulses from technical progress but their essential goals, their content as a whole, and the essence of their methodological and organizational elements are determined, now as before, by the character of the particular concrete and historical social order. It is always the social entirety (socio-economic existence and social consciousness) that lends an educational system its character, its typical features.

The political foundations of adult education in the GDR

The German Democratic Republic is a socialist state of workers and farmers. The alliance of the leading working class with the class of cooperative farmers, the intelligentsia and other sections of the population finds its organized expression in the National Front of the GDR. In the National Front the political parties and mass organizations pool all forces of the people for joint action for the development of socialist society. Citizens of the GDR exercise their political power through democratically elected popular representative bodies (People's Chamber of the GDR, county assemblies, district assemblies, municipal and community assemblies). Every citizen of the GDR is entitled and called upon to participate in shaping the political, economic, social and cultural life of socialist society. The principle that applies to all is "Participate in

working, in planning, and in governing ! " (Constitution of the GDR, Art. 21).

Working people in the GDR avail themselves of their basic political rights in an ever more comprehensive and effective manner. Political activities of the citizens are marked by a high level. These activities, which testify to a definite social commitment, in political parties, trade unions, cultural and sports associations, councils and committees are closely correlated with adult education. Political action in a socialist democracy stimulates the intellectual need to participate in decision-making in an increasingly expert way, and add to the citizens' motivation for learning. On the other hand, the continued efforts of adults to improve their knowledge promote their political open-mindedness, their conscious interest and cooperation in shaping social life.

One of the principles of educational policy in the GDR is that any systematic further training, any vocational training course, any attendance of courses organized by the political parties or social organizations serves, in the end, the very purpose of *personality development*. Considered from this angle, adult education is an important form of satisfying the intellectual and cultural needs of the working people. The rising qualification of workers is also a factor of the stable and dynamic growth of the economy. The improved general education of broad sections of the population contributes to the development of political life in society. The decisive point is, and will continue to be, that any further training of adults in a socialist country must be suited to develop the personality. The cultural level, the mental horizon, the humanist traits ow working man - all this ranks first among the resources of society.

A characteristic of the socialist way of life adopted by most families is that adults and also children take an active part in political life. The *Socialist Unity Party of Germany* alone has about 2 million members. Its political schools and the Party lectures have great traditions and influence social life, adult education included. Similarly, the other political parties of the National Front of the GDR (the Democratic Farmers' Party, the Liberal Democratic Party,

the Christian Democratic Union and the National Democratic Party) have party colleges of their own and a specific system of training courses.

An important political foundation of adult education in the GDR is the *trade union movement*. At present (1976) 96.4 per cent of all workers, salaried employees and members of the intelligentsia are organized in the Confederation of Free German Trade Unions (4,086,600 women, and 4,068,900 men). This number includes many officials, among them
277,875 shop stewards
260,560 cultural officials
260,560 social-security officials
241,350 labour safety officials
208,610 sports officials

From 1972 to 1976, a total of 1,042 trade union officials acquired at the "Fritz Heckert" trade union college, which is attached to the National Executive of the Confederation of Free German Trade Unions, the degree of a graduate social scientist. In the same period another 7,933 officials got a training at the 15 county schools run by the trade unions. As far as adult education is concerned, the so-called "Schools of Socialist Work" of the trade unions play a decisive role. They are held once a month from September to June in the enterprises, each time for one hour either before or after work. Participants are made familiar with the scientific world outlook of the working class and are, in particular, introduced to political economy and the economic policy of the Socialist Unity Party of Germany. These courses which are conducted in the form of discussions are factory-oriented and serve, inter alia, the exchange of the best experiences gathered in the production process, and of the best methods of innovators for the particular jobs. In 1972 we had no more but 13,878 Schools of Socialist Work with 265,785 participants. Meanwhile their number has increased to 110,125 with 2,081,981 participants (1976) .

The important political foundations of adult education include the struggle for peace. Adult education in turn contributes to social

progress and international peace. Periods of peace and stability tend to encourage man to acquire more knowledge. This fact is expressed in the Constitution of the German Democratic Republic as follows: "The German Democratic Republic advocates the implementation of the principles of peaceful coexistence between states with differing social systems and, on the basis of equal rights and mutual respect, promotes cooperation with all states.

The German Democratic Republic works for security and cooperation in Europe, for a stable structure of peace in the world and for general disarmament.

Militarist and revanchist propaganda in all forms, war-mongering and the manifestation of hatred against creeds, races and nations are punished as crimes." (Constitution, Art. 6)

Adult education in the GDR is deeply committed to this humanist endeavour. All militarist, fascist and other reactionary degenerations, which had deformed for a long time cultural life in capitalist Germany of an outdated period of its history, were eliminated. Socialist adult education on German soil preserves the works of the greatest minds of the culture of the people, of the masters of the German language, of valiant thinkers, of renowned explorers and inventors, and watches over the progressive heritage of the struggle of the revolutionary German working-class movement which lasted for more than one hundred years.

These political foundations of adult education in the GDR are in accord with the Final Act of Helsinki on security and peaceful cooperation in Europe, with the recommendations and conventions of UN, ILO and other international organizations on safeguarding peace.

Some intellectual and cultural determinants of adult education in the GDR

Adult education forms part of a society's intellectual and cultural life. The correlations between adult education on the one hand and science, arts, morals, ideology etc. on the other are innumerable.

This is the reason why the determination of the system of adult education by the totality of the intellectual culture of socialist society is particularly important.

The intellectual culture of socialist society is an extremely complex social phenomenon. It embraces not only all the intellectual values produced by mankind in the course of its historical development but also the values which are just being produced in the fields of science, of the whole educational system, of ideology, of law and morals, of esthetics and social psychology. These values exist either in the form of material objects, scientific achievements and works of art, or in the form of legal norms, or in the form of applicable knowledge, of intellectual abilities, experience and skills of man. The educational conception of the GDR proceeds from the assumption that, under socialism, man ranks first among all values. Man himself is the measure of all things, of all social phenomena. In the community of associated producers man is, in the true sense of the word, the master of production, the designer of the processes of social life. The extent of his activity is determined by the wealth of his personality, his knowledge, his skills and his abilities, his thinking and his convictions.

It is impossible for us to deal here with all the correlations betwe adult education and other spheres of the intellectual culture of socialist society. The following remarks are, therefore, of an exemplary nature.

Of paramount significance for the development of adult educatio are the status and the functions of *science* in a given social system. In the GDR, science is highly valued. Its promotion is one of the most important tasks of society and the state. All political parties, headed by the Socialist Unity Party of Germany, the government and all other social organizations start out from the idea that science is increasingly contributing to the systematic further development of production and to the development of the material, intellectual and cultural life of all working people. Under socialism, science adds to man's prosperity, health and intellectual needs. It is, therefore, understandable that the allocation of material means for sci-

entific purposes has steadily increased in the GDR. Whereas these means amounted, in 1949 for instance, to no more but approximately 100 million marks, they totalled in 1974 5,800 million marks, which is equal to nearly 4.4 per cent of the national income, or about 350 marks per capita of the population. In 1978, more than 7,000 million marks are earmarked alone for the solution of scientific and technological problems, which is about 4.5 per cent of the produced national income. This means for this particular branch of scientific work an increase by 14 per cent as compared with 1977. At the same time, the scientific potential of the GDR is more and more integrated into the potentials of the USSR and the other CMEA countries.

The dynamic development of science in the GDR implies an increasing interconnection of science and education. This results in a specific synthesis of latest scientific findings and adult education. For this reason the theoretical level of the process of adult education is steadily rising. In this context, greater demands are made on the adult education teachers, not least in methodological respect.

What must be stressed here is the theoretical content of instruction in the social sciences. Its basis is the world outlook of the working class, which was founded by the brilliant scientists Marx, Engels and Lenin. In so far the socialist adult education in the theory of the social sciences represents a historically new level. There exist no longer any antinomies of thinking between a realistic imparting of metaphysical-religious or pseudo-scientific social doctrines on the other. The processes of natural-science, technical and, for the first time, social-science education enrich one another, they effect a qualitatively new intellectual and moral development of the personality.

A prominent part in adult education in the GDR is played by the other components of the integrated socialist *educational system*. This applies above all to the basic general education and vocational training of the majority of the population. Remarkable progress has been made in this very field since the Educational Act for an advanced socialist society was passed 13 years ago (February 1965) by the People's Chamber of the GDR. Today, ten-year secondary schooling with sub-

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sequent vocational training is a quite usual and natural way of personality development in the rising generations. The GDR has realized, without any restriction, one of the basic human rights: the right to education. New conditions have been created for social progress, including new conditions for a further advance of socialist adult education. Out of the 920,000 young skilled workers who were trained between 1971 and 1975, as many as 730,000 or 79.4 per cent, had completed the 10th form of the secondary school. Of those girls and boys who started in 1976 their vocational training, more than 80 per cent had finished the 10th form. About 24 per cent of all young people of one and the same age group are just about to take up full-time studies at universities, other institutions of higher learning and technical schools. The new quality of the educational level of younger adults in the GDR is reflected in the fact that already now 75 per cent of those under 35 years of age have completed the ten-year secondary school and acquired either the qualification of a skilled worker or a qualification for attending a technical school or an institution of higher learning. These new facts call for changes in adult education. Unlike the first decades of the GDR's existence, it is no longer a question of providing basic general education and vocational training for all those sections of the working people who had an underprivileged status under the educational scheme of capitalism. It is no longer a question of overcoming in whole economic branches the general discrimination against many thousands of women in connection with the training as skilled workers. For the most part, these problems have been solved. In view of the high level of general education and vocational training of the working people in the GDR, the further training of adults on this level is of utmost importance. In future, the real function of vocational adult education in the GDR will be more centred on the continuous reproduction of the qualification level which has already been reached.'/

Adult education in the GDR has been, from its very beginning, an organic component of the entire system of education and training. When the 2nd World Conference on Adult Education (Montreal 1960) gave the recommendation to make the processes of adult education an integral part of the national educational system, the GDR belonged to those countries which had already put this principle into practice. Today, 2 million people per annum are engaged in some form or other

of organized training and further training. In other words, one in four working people participates in a long-term or short-term adult education programme. In principle, anybody who is gainfully employed has the possibility of continuing his vocational training - either, out of working hours, by way of evening studies or distance courses, or by on-the-job qualification. One basis of such activities is the personnel planning of enterprises, combines and the Associations of Nationally-Owned Enterprises (Vereinigungen Volkseigener Betriebe - VVB), which starts out from economic planning on a national scale. The relevant legal regulation lays down: "The manager of a nationally-owned enterprise is responsible for a personnel policy which is commensurate with the leading role of the working class, and he is bound to take measures for the political and vocational training of personnel and to ensure that the Marxist-Leninist education and the professional knowledge of the personnel will be continuously improved." (Decree on the tasks, rights and duties of the nationally-owned enterprises, combines and Associations of Nationally-Owned Enterprises of 28th March, 1973)

An important factor in the intellectual life of society, and consequently another determinant of adult education, is the *aesthetic culture*. Like in all socialist countries, art in all its forms and genres is much promoted in the GDR as well. Literature, theatre and concert life, the visual arts, art exhibitions and trade in works of art, the museums, cinematic art, television etc. - they all develop successfully and win increasing international recognition. Compared with other countries and related to the population figure, visits to the theatre (drama, opera, operetta, ballet) play a remarkable role in the GDR. Due to various factors (e.g. television), the total number of visitors slightly decreased between 1969 and 1973. In the last few years, however, the 12-million level per annum has remained relatively constant. Considering its size and population figure, the GDR with its 60 theatres and a total of 110 stages which are used for various kinds of performances belongs to those countries with an extremely high number of theatres. There are 29 concert orchestras, 44 theatre orchestras and 9 orchestras of the State Broadcasting Committee, including such world-famous orchestras as the Dresden Staatskapelle (founded in 1548), the Berlin Staatskapelle (1742), the

Leipzig Gewandhaus Orchestra (1743), the Dresden Philharmonic (1870) and the Berlin Radio Symphony Orchestra (1925). Inseparably connected with cultural life in the GDR are also the world-renowned boys' choirs whose traditions date back to the early 13th century: the St. Thomas Choir (Thomanerchor) of Leipzig and the Cross Choir (Kreuzchor) of Dresden. This advanced cultural climate with its many traditions stimulates all the intellectual needs of the working people, including their need to continue learning and to acquire new knowledge in different spheres of interest.

Similar effects are produced by the *enterprise festivals* (Betriebsfestspiele) which represent another typical feature of cultural life in the GDR and should, therefore, be stressed here. They are organized once a year by the various enterprises at no fixed times. These festivals are cultural highlights in the life of the amateur groups which are encouraged in this sort of leisure-time activities and financially supported by the enterprises. There are choirs and song groups, orchestras, theatre groups and dance ensembles, hobby groups for painting, photography, graphic arts, sculpture and ceramics, hobby groups for literary-minded working people etc. 2,903 enterprise festivals took place in the GDR in 1976, which attracted an audience of 7.81 millions. During an enterprise festival all the artistic amateur groups which have been set up in an enterprise perform before a larger public. They organize theatre evenings, concerts, exhibitions of the visual-art groups etc. Quite often, the enterprise festivals have the function of preparing the best groups for participation in the "Workers' Festivals of the GDR" (Arbeiterfestspiele der DDR). These large-scale events are held every two years in one of the counties of this country. The best amateur artists of the whole Republic, particularly those of the county acting as a host, contend several days for the gold medals to be awarded for the various genres, and for the title of honour "Outstanding Folk Art Group of the GDR". At the end of these festivals both amateur and professional artists often participate together in impressive cultural performances. These are some interesting data on the last three Workers' Festivals of the GDR:

Workers' Festivals	1972 County of Schwerin	1974 County of Erfurt	1976 County of Dresden
Events	340	840	900
Visitors	1.1 mill.	1.6 mill.	2.8 mill.
Amateur artists participating	15 000	15 000	15 000
Professional artists participating	850	3 000	3 000

Intellectual and cultural developments in the socialist GDR are also reflected in the great interest which working people in the GDR take in reading. One in four adult GDR citizens is registered as a regular reader either in a library or a book-lending service. Among the most important library facilities are the German State Library (Deutsche Staatsbibliothek) in Berlin, the German Library (Deutsche Bücherei) in Leipzig, the university libraries of Berlin, Halle, Leipzig, Jena, Greifswald and Rostock, the Berlin Municipal Library (Berliner Stadtbibliothek), and the Saxon Regional Library (Sächsische Landesbibliothek) in Dresden with far more than one million books each. The holdings of all libraries in the GDR rose as follows:

General and scientific libraries	1965	49.3 million volumes
	1970	55.6 million volumes
	1975	65.5 million volumes

In addition, there exist 5,247 trade union libraries (most of them being enterprise-owned libraries) with a total of 7.7 million volumes. The number of the users of general and scientific libraries rose from 3.6 million in 1965 to 4.8 million readers in 1975. In this same period the number of the users of trade union libraries increased from 822,000 to 990,000.

1.3. Goals, Components and Main Modes

The Constitution of the German Democratic Republic guarantees every citizen an equal right to education. Educational facilities are

open to all. The integrated socialist educational system ensures for every citizen a continuous education, training and further training. This integrated educational system includes:

- pre-school education
- the ten-year general polytechnical secondary school
- vocational training
- the advanced general polytechnical secondary school which leads to university entrance qualification, and vocational training plus university entrance qualification
- the engineering and technical schools
- the universities and other institutions of higher learning
- adult education.

Adult education is provided by:

- enterprise education centres for adults (Betriebsakademien)
- enterprise schools (Betriebsschulen) with special departments for "Training and further training of the working people" (besides the departments for the vocational training of young people)
- People's Universities (Volkshochschulen)
- Chambers of Tradesmen (Handwerkskammern)
- education centres run by the various industrial branches (Industriezweigakademien)
- industrial institutes (Industrieinstitute)
- educational TV programmes (Fernsehakademie)
- parents education centre (Elternakademie)
- institutes of socialist management of the economy (Institute für sozialistische Wirtschaftsführung)
- URANIA society
- Chamber of Technology (Kammer der Technik)
- Association of Agricultural Science of the GDR (Agrarwissenschaftliche Gesellschaft der DDR) and other scientific associations
- education centre for women (Frauenakademie) run by the women's organization of the GDR (DFD)
- schools and colleges of political parties and social organizations
- cultural centres (Kulturhäuser)
- agra-Markkleeberg (Agricultural Exhibition with educational programme)

- libraries
- Sunday lectures at universities, and other forms of university adult education.

Under the conditions of the scientific and technological revolution and of increased intellectual demands the cultural life in the GDR gains in importance. Many citizens feel the urge to improve their knowledge and to go deeply into various fields of interest.[4]/ The right to education and the right to work are important basic rights of man and are implemented, without restriction, in the German Democratic Republic. In the interest of the further development of an advanced socialist society and of high achievements in science and technology the socialist state strives to realize man's basic right to education in the best possible way and to make the values and the superiority of socialism even more obvious.

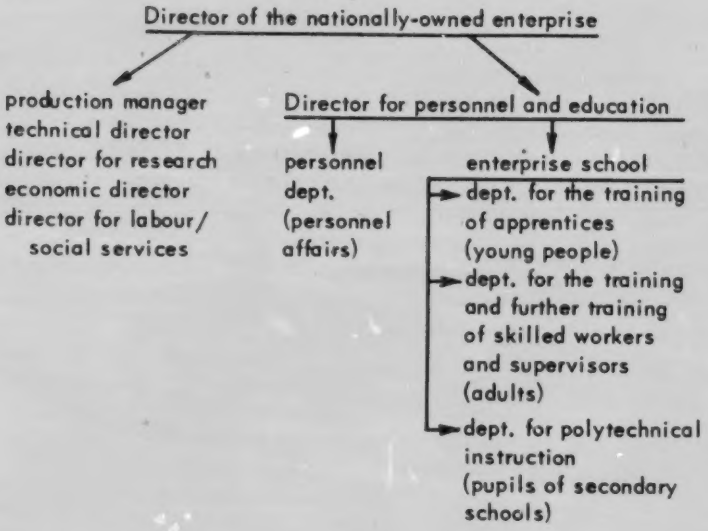
The goal of the training and further training of adults is the development of universally educated, socialist personalities with a firm knowledge of social sciences and relevant conviction, who understand social and economic interconnections, who can master modern technique and technology, who come up to the demands of intensification, who creatively participate in the planning and management process of the state, who take part in economic and cultural life, who actively raise the level of material production as a vital foundation of society, who lead a cultured life and who are prepared and able to defend the GDR.[5]/

The system of adult education in the GDR ranges from on-the-job training, further training in the educational facilities of enterprises, combines and cooperatives to the measures of further education organized by technical schools and colleges, universities and education centres for executive staff, and includes People's Universities and education centres for women run by DFD (the women's organization of the GDR) as well as courses and lectures of scientific associations, the Chamber of Technology, the social organizations, and the imparting of knowledge and skills in civil defence by the component authorities.

The main components of the system of adult education

a) *The vocational training and further training of skilled workers, team leaders and supervisors.* It is provided in the educational institutions of the enterprises, combines and agricultural production cooperatives. The most important institution of adult education provided by the enterprise itself is the *enterprise education centre*. At present there exist in the GDR about 1,000 enterprise education centres for adults (Betriebsakademien - BAK). One of their functions is the organization of the professional specialization of semiskilled workers. (These education centres contributed to an increase in the share of female production workers with a skilled worker's certificate for their actual job from 26.2 per cent in 1971 to 44.9 per cent in the beginning of 1977.)

Another type of educational institution in the enterprise itself is the *enterprise school* with a special department of "Training and further training of skilled workers and supervisors". There are 420 enterprise schools in the GDR. The organizational structure of this school is as follows:


Director of the nationally-owned enterprise
production manager
technical director
director for research
economic director
director for labour/ social services
Director for personnel and education
personnel dept. (personnel affairs)
enterprise school
dept. for the training of apprentices (young people)
dept. for the training and further training of skilled workers and supervisors (adults)
dept. for polytechnical instruction (pupils of secondary schools)

b) *The reinforecement and extension of general education.* This takes place mainly in the People's Universities but also in enterprise-run educational facilities, in cultural centres and clubs. In the GDR there 220 People's Universities and 900 cultural centres and club-houses.

c) *The imparting and dissemination of latest findings in the social, natural and technical sciences.* First and foremost, this is the task of social organizations such as URANIA society, the Chamber of Technology, the parents education centre, the education centre for women, the educational TV programmes, of scientific associations and scientific institutes and academies. The Chamber of Technology, for instance, with its county executive boards and departments in enterprises disposes of a wide network of educational facilities.

d) *The preparation of skilled workers, cooperative farmers, team leaders and supervisors for a study course at a technical school or an institution of higher learning.* The relevant qualification is provided mainly by the People's Universities but also by enterprise schools and enterprise education centres for adults.

e) *The further training of graduates from technical schools and institutions of higher learning, and of subordinate executive staff.* This function is fulfilled by enterprise-run educational facilities, education centres run by the various industrial branches, by technical schools and institutions of higher learning, in the form of lectures and courses organized by the Chamber of Technology, and by schools of social organizations.

f) *The further training of executive staff.* It takes place at the colleges of the political parties, at the trade union college, at universities or at the institutes of socialist management of the economy.

g) *The further training of the teaching staff engaged - either on full-time or part-time basis - in adult education.* This is the task of facilities attached to enterprises and industrial branches, of People's Universities, of technical schools, colleges and universities. About 80,000 full-time and part-time teachers are employed in enterprise

education centres and enterprise schools and in People's Universities, which serve the training and further training of adults. The great number of part-time teachers makes it possible, particularly in connection with vocational further training, to introduce quickly scientific and technical innovations and modern technologies. Part-time teachers have a high level of expert knowledge (graduate engineer, graduate economist etc.), though their pedagogical and psychological qualification is not sufficient. Not all the teachers are capable of carrying through instruction in a life-oriented, methodologically well-prepared manner. In some educational institutions the pedagogical and methodological guidance of part-time teachers is inadequate.

Main modes of acquiring a state-certified qualification through adult education

1. Training of skilled workers

Semiskilled workers are trained as skilled workers in one-year or eighteen-month courses (evening courses) dependent on their educational background and their experience of work and life. They are trained in the jobs they practise. There is also the possibility of training them in a second or a further profession (retraining).

Women who have children can be trained as skilled workers in so-called "special study courses for women". These women are particularly supported according to a directive issued in 1973 by the Head of the State Secretariat of Vocational Training. They can be released from work up to 60 days if they attend such a form of training. For the period of exemption from work a compensation is paid which amounts to their average earnings.

In the GDR, there are 300 different skilled trades which are open to anybody who wants to become a skilled worker.

Similarly, a real concern to a socialist country is the special welfare of the physically disabled. Disabled and heavily disabled people can be trained in more than 40 trades at 15 rehabilitation centres or vocational rehabilitation departments. About 1,250 training places are available and 20 per cent of them are annually used by working people.

Leaving certificate: State-recognized skilled worker's certificate and acknowledgement. Legislation provides that skilled worker's cerificates can be awarded to older and experienced workers (more than 45 years old and working in their professions for at least 10 years) without taking a skilled worker's examination.

	1960	1966	1970	1973	1977
Training of adults as skilled workers	30 110	76 972	101 127	71 726	63 051
of them: women	12 455	36 559	53 642	39 255	34 422

2. Training as supervisors

Experienced, predominantly young skilled workers are trained over two years (evening courses) as supervisors. After having finished their training they are either employed as supervisors or will be employed as such if a relevant post is vacant. As to its content, the training of supervisors in industry and craft is different. There are different specialization possibilities.

Leaving certificate: Supervisor's certificate as the official acknowledgement and certificate of the single results reached. Legislation provides that older, experienced skilled workers can be awarded the title of a supervisor without being examined (e.g. in the case of workers who have been in a particular enterprise for 20 years and working there as a supervisor).

	1971	1974	1975	1976
Training of skilled workers as supervisors in socialist economy (only industry, building industry, transportation, posts and telecommunications)	27 286	25 156	23 104	23 374

3. Training of technical school students or engineers

Full-time studies, distance courses or evening courses. Anyone who wants to specialize in a technical field must have completed a 10-year general polytechnical secondary school and a vocational training. Graduates from advanced secondary schools can start a training as middle medical staff at technical colleges for medicine already at the age of 16 (nurses, male nurses, crèche teachers, physiotherapists etc.). Full-time studies last for three years.

Leaving certificate: State-recognized certificate.

	1960	1966	1970	1973	1976
Graduates from distance and evening courses	6 300	13 000	16 500	25 500	21 500
of them: women		2 400	5 600	10 400	11 400

4. Training of students at universities and other institutions of higher learning

Full-time studies, distance and evening courses at universities, and other institutions of higher learning, engineering colleges or industrial institutes. Special support for workers and women.

Leaving certificate: Certificate and state-recognized diploma. Taking of doctor's degree is possible.

	1960	1966	1970	1973	1976
Graduates from distance and evening courses	2 685	6 022	5 253	7 231	7 766
of them: women		844	896	1 334	1 421

5. Possibilities to train adults in order to raise their general education

Courses are held at the People's Universities to enable adults to pass the final examination of the secondary school or advanced secondary school or to improve their knowledge of individual subjects or in special fields of knowledge.

Number of students at People's Universities	1966	1970	1973	1976
Adults passing the 8th form	8 075	12 670	8 891	6 189
10th form	16 541	24 020	22 322	12 851
12th form	6 871	11 822	5 030	4 108
Preparatory courses for studies at an institution of higher learning	17 376	21 250	8 189	3 003
Preparatory courses for studies at a technical school	1 074	1 212	215	379

One of the major functions of the People's Universities is to teach adults foreign languages. From 1965 to 1976, around 252,000 people took part in language courses. Up to 20 foreign languages are taught at the People's Universities in major cities. Russian, English, French and Spanish are most popular.

6. Vocational specialization

Another major means to train adults in the GDR is their vocational specialization. Here, the aim is not a new, higher level of qualification within one's profession (with a state-recognized certificate) but the further training in a special field of one's profession. Such a specialization may include:

- certificates of qualification and licences to operate plants and machines. There are 600 different certificates of this type, e.g. certificates entitling workers to weld, to connect circuits, to operate hoisting machines, to operate cranes, certificates for clerical staff etc.
- Scientific and technological specialization in new fields of technology and in new techniques (e.g. 60,000 mechanics were trained for agriculture within three years).
- Acquisition of knowledge of scientific work organization, of ensuring the good quality of products, environmental protection etc.
- Further training in the fields of health protection, labour safety and fire prevention.
- Compulsory participation in courses aimed at increasing security and order within a technological system (this applies, for instance, to workers in power stations, chemical processing plants etc.).
- Regular examinations of vocational knowledge and abilities entitling workers, who pass them, to continue in their jobs (this applies, for instance, to workers employed in transportation).
- Further training of supervisors and team leaders on the "Day of the Supervisor". In most enterprises in the GDR these courses are usually held once a month.

- Specialization of engineers in fields such as quality of products, techniques, technology: these courses are held, for instance, at centres of further training attached to technical colleges.

- Postgraduate studies for managerial staff of the economy (further training of graduates from technical schools, colleges and universities who hold top positions in enterprises, combines, economic ministries etc.).

- Specialization courses at centres of further training attached to technical colleges.

1.4. The Three Spheres in Terms of Content

Personality development through adult education - this is a principle which is implemented in the GDR by the educational content of the educational practice. The content is very much diversified. Apart from the instruction systems operated by the political parties and the trade unions, three major spheres of content can be distinguished:

1. Systematic post-school general education (organized by the state)
2. Vocational further training (organized by the state)
3. Multivalent further training (organized by social forces)

Concerning 1:

Systematic post-school general education

The present generation of pupils in the GDR usually leaves school after having completed the 10th form of the general polytechnical secondary school. Ten-year secondary schooling has been compulsory for more than a decade for all children. However, there is, among those who are more than 30 years old, a large number of adults who were not able to reach that level of general education. The People's Universities as part of the state-run educational system provide every adult with the possibility of passing the *examination of the 10-year general secondary school* without giving up his job, so that all citizens of the German Democratic Republic can avail themselves of the equal right to education as laid down in the Constitution.

The syllabi of the People's Universities correspond to those of the general polytechnical secondary schools. Such subjects as "Intro-

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duction to socialist production" are not included here because adults are familiar with their content due to their experience of work and life. The leaving certificate issued by the People's Universities is fully equal to that of a secondary school. As is revealed by statistics (cf. p.34), up to 20,000 adults per annum attend the People's Universities in order to pass the 10th-form examination. The main motive in this connection is to get a better general educational basis for their vocational activities or to qualify for a specific training, e.g. at an engineering or technical school. Another motive which quite often makes working people acquire a higher general education is their engagement in social activities or the education of their children at home.

Anybody who wants to study at a university or some other institution of higher learning must have completed the *12th form of the advanced secondary school* (Abitur level). The majority of adults participating in such an education want to take up such studies. The high requirements contained in the curricula of the 11th and 12th forms of the advanced secondary school, on the basis of which the courses at the People's University are held, presuppose a high working and learning discipline on the part of working people engaged in such educational courses.

In view of the different conditions and educational backgrounds of adults, there exist some more possibilities of reaching the university entrance level. These are special examinations which can be taken at institutions of higher learning or People's Universities and qualify for studying certain disciplines (e.g. technical subjects or pedagogical training).

The People's Universities of the GDR also provide

a) courses in individual subjects taught at the general polytechnical secondary school and
b) courses in subjects which are not included in the programme of the polytechnical secondary school but belong to general education in a broader sense (e.g. stenography and typewriting).

Courses in individual subjects of the general secondary school are

attended by adults who want to acquire knowledge in individual fields of general education (e.g. Russian, mathematics, native language). They can graduate in these subjects either from the 10th or the 12th form. The participants sit for state examinations in their respective subjects. The participation of close to 500,000 adults in such courses between 1965/66 and 1973/74 shows what part this way of qualification plays in the satisfaction of the educational interests of the citizens.

Individual courses without a final examination of secondary-school level are those educational courses provided by the People's Universities, in which general education is taught which does not form part of the 10-form or 12-form (advanced) school curricula. Examinations in courses of this type are therefore not covered by the system of general schooling. However, they may qualify for certain jobs. This applies in particular to examinations in foreign languages or to examinations in stenography and typewriting. Expressed in terms of the number of participants, these courses are the predominant field of activities of the People's Universities (about 1.25 million students from 1965/66 to 1973/74).

Concerning 2:
Vocational further training

After having finished the general school, young people in the GDR take up a vocational training of usually two years unless they start their studies immediately at a technical school or an institution of higher learning. More than two thirds of all working people of all age groups have already passed skilled workers' examinations or are graduates from technical schools or institutions of higher learning.

Combines and enterprises provide for all working people without a vocational training the opportunity of being trained as *skilled workers* either at enterprise education centres or at enterprise schools. The training is based on official syllabi intended for the vocational training of apprentices. Allowing for the trainees' experience of life and work, a high level of training can be ensured and the training be fashioned very economically without any interruption of employment and be finished within one year. Theoretical vocational training is

conducted in classes and supplemented by extensive private studies under the guidance of experienced teachers. The enterprises support the workers in their private studies by making available teaching materials which take into account the special requirements of adult students and can be used in addition to the manuals for apprentices.

Practical vocational training takes place within the working team where the trainee usually works. It includes the qualification for work at one or several workplaces, becoming acquainted with neighbouring departments, excursions to other enterprises and, if necessary, training by means of training equipment or in laboratories.

Women with several children are granted, as long as they are trained, reduced working hours without any reduction in their earnings.

Older workers with long years of practical experience and with good working results can be awarded the skilled worker's certificate without any training.

The managers of nationally-owned enterprises and of cooperatives are responsible not only for the training of working people as skilled workers but also for their employment in accordance with the degree of qualification they have attained.

The necessity of a life-long ideological, economic and vocational *further training of skilled workers* results from an increasing participation of working people in the management and planning of combines and enterprises, from the increasing scientific and technical requirements of production and, last but not least, from the increasing educational needs of the working people. The principle of life-long education and training with the goal of an all-round personality development guarantees that the workers will acquire ever better prerequisites for an active cooperation in the shaping of society, for creative productive work and for meaningful leisure-time activities. The further training of skilled workers is not merely restricted to qualify them for operating new machines and plants, for raising the quality of products, for consuming materials as expediently and economically as possible, and to improve their working and living conditions; it also

provides a deeper insight into the development laws of nature and society as a precondition for implementing the leading role of the working class in all spheres of society. The content of the further training of skilled workers covers, apart from fundamental problems of Marxism-Leninism, such subjects: scientific work organization, socialist business management, health protection, labour safety, fire prevention, socialist job environment, protection and management of the environment, labour law, and knowledge of foreign languages and technology. The further training is carried through in courses held at enterprise education centres or directly in the working process.

Each educational measure fits well into the process of life-long learning, based on available knowledge and skills, gradually promoting the ability of self-instruction and self-education and preparing further educational steps.

The GDR attaches much attention to the *training of supervisors* who are heads of working teams and organizers of production. These people are trained for two years out of working hours, so that they can continue in their jobs. The training comprises a fundamental education, which is uniform for all fields of specialization in the national economy, a specialized training and, finally, practical work in which the trainee has to prove his abilities as a supervisor.

The training takes place at the enterprise education centres. Graduates from technical schools and institutions of higher learning (professional teachers, engineers and executive staff) are the teachers at such centres. The training is based on state teaching programmes which are available to both teachers and students.

A system of specific technical literature for the training of supervisors guarantees a consistently high level of training. Those who want to take up a training as supervisors must have been working as skilled workers for several years and dispose of such moral and personal qualities as required by future team leaders.

The *further training of supervisors* deepens and updates their political, economic, pedagogical, psychological, technical and technological knowledge. They are made acquainted with the prospects and

are provided an opportunity to exchange their experience. On the "Day of the Supervisor" held once a month, executive staff members and experts deliver lectures on important problems. In addition, courses for supervisors are conducted in the educational facilities attached to enterprises and combines.

The state strongly supports distance courses of people who have stood their test in practice and want to study at a *technical school* or *an institution of higher learning*.

They are trained at engineering and technical schools, universities and other institutions of higher learning over a period of three to four years. The students are released from work, with full pay, for several weeks a year to attend seminars, to hold consultations and to sit for examinations. The engineering and technical schools have a close network of branch offices, many of them being attached to the education centres run by big enterprises. Distance course students of universities and other institutions of higher learning do their fundamental studies (training period is about two years) at an educational facility favourably located to their residence whereas specialized training is done at the corresponding departments of universities or other institutions of higher learning.

The *further training of graduates from technical schools and institutions of higher learning* serves the aim of permanently providing them with political, ideological and vocational knowledge they need for their work in research and development, in technology and in their leading functions, and giving them such knowledge which was not part of their studies. Great importance is attached to deepening and updating the knowledge of managerial staff in social sciences. Combines, enterprises and scientific institutions closely cooperate with the competent technical and engineering schools, universities and other institutions of higher learning in the further training of those groups. Whereas the enterprises and institutions find out the number of people for further training and plan the qualification of the individual persons or groups of graduates, the facilities of higher and technical education organize post-graduate studies for more extensive qualification measures such as the training of engineers or economists

in a specialized field. Furthermore, a broad variety of colloquies, symposia and similar events is held in which both theoreticians and practicians take part.

The further education of top managers who are graduates from technical schools or institutions of higher learning as well as of other graduates from such schools and institutions is mainly carried through by:

industrial-branch education centres of the association of nationally-owned enterprises, institutes of socialist economic mangement attached to the different economic ministries and by the *technical schools and institutions of higher learning*. Most educational facilities attached to large enterprises are so-called "branch offices" of the engineering and technical schools of the same specialized field of activity.

Concerning 3:
Multivalent further training organized by social forces
This sphere of contents includes the different educational activities of a great number of social organizations. All of them want to take part in meeting the increasing cultural needs of the working people. Intellectual activity, the desire to acquire knowledge, the desire to open up new mental horizons, striving for creative thinking and a high level of intelligence - these are general characteristics of socialist personalities in all classes and social strata of the population of the GDR. Thus, a broad spectrum of lectures, popular-science TV and radio programmes, political courses etc. has to be organized and permanently improved.

In the intellectual life of society a major part is also played by the educational activities of the following social organizations among adults:

- the URANIA, the Society for the Dissemination of Scientific Knowledge, which is especially active among the working class and the class of cooperative farmers;

- the Chamber of Technology, whose special function it is to make scientific propaganda among graduates of the technical and economic disciplines from technical schools and institutions of higher learning;

- educational TV programmes, parents education centres (organized in neighbourhoods) and women's education centres (organized in neighbourhoods) as well as educational events organized by cultural centres of the nationally-owned enterprises and clubs in the regions.

A subform of this kind of events for further training are the courses held by special organizations, such as scientific organizations. Mainly graduates from institutions of higher learning and scientists are among those attending such meetings which are usually organized by medical and scientific societies.

The popular-scientific propaganda made by the URANIA society can be regarded as an example for the whole sphere of content of multivalent further training. This "society for the dissemination of scientific knowledge" in the GDR has elected honorary managerial bodies: the presidium of the URANIA at the central level (100 leading scientists of all disciplines), county executive boards of the URANIA and district executive boards of the URANIA. On all three levels of management there are (honorary) scientific and methodological bodies which determine the contents of popular-scientific propaganda and carry out the tasks resulting from it. These "sections" meet once a month except in mid-summer. They perform creative work in order to prepare the latest scientific findings for a mass dissemination among the people. The sections also give advice to lecturers who hold meetings of the URANIA society in towns, villages and enterprises (usually evening lectures of two hours, cinema shows with subsequent discussions etc.). The following sections are attached to the URANIA presidium:
1. agricultural sciences, 2. astronomical sciences, 3. biology, 4. chemistry, 5. forestry, 6. geo-sciences, 7. history, 8. international problems, 9. sciences of culture and art, 10. mathematics, 11. medicine, 12. military policy, 13. pedagogics and psychology, 14. philo-

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sophy, 15. physics, 16. astronautics, 17. political and legal sciences, 18. socialist environmental policy, 19. technical sciences, 20. veterinary medicine, 21. economic sciences, 22. scientific and methodological advisory board.

Most sections are also attached to URANIA county and district executive boards.

The total number of events organized by the URANIA society in the GDR:

1971: 233 372 events with 7.9 million visitors
1975: 319 202 events with 11.1 million visitors

Events classified by selected spheres:

	1971	1975
Industry	77 467	118 867
Agriculture/villages	57 786	65 300
Urban residential areas	44 359	77 797
Others	53 760	57 238

Events classified by selected fields of knowledge:

	1971	1975
Economic sciences	20 207	30 754
International problems	15 491	31 327
Politics and jurisdiction	23 468	39 945
Medicine	15 723	23 307
Pedagogics/psychology	16 858	18 865
Technology	14 691	16 231
Geo-sciences and environmental protection	11 397	19 303

The URANIA society has its own publishing house. The "akzent" paperback series with its topics "Man and Society" and "Natural science and technology" are of special importance. Furthermore, the publishing house brings out a biography series on the lives of famous

scientifists, the "URANIA-Universum" almanac and individual books on topics such as "Energy - a topical problem", "Traces of Prometheus" etc. The "URANIA" monthly magazine is very popular. 1977 was the 53rd year of its publication and it has a circulation of 120,000 at present.

In recent years, the "Neue Fernseh-URANIA" (TV URANIA) has been broadcast as a popular-scientific series with a growing expressiveness, which is very popular among broadest circles of the population. It is broadcast at irregular intervals of several weeks during prime time hours by the GDR 1 st TV system. The viewers can ask their questions by telephone. Competent scientists answer the questions before midnight of the same day. Individual broadcasts (e.g. on cancer, sources of energy today and tomorrow, functions of the human brain etc.) reached high audience ratings.

1.5. Legal Foundations

The socialist state guarantees all citizens the right to work, recreation, free education and the protection of health, material security in old age and in case of ill health, or the loss of working capability, the equality of rights for all citizens irrespective of their racial and national affiliation, world outlook, religious creed and social status. The socialist state guarantees equal rights to man and woman in all spheres of public, economic and cultural life.

The legal foundations for adult education in the GDR are established especially by the following laws and legal regulations:

- The Constitution of the German Democratic Republic (1974);
- The Labour Code of the GDR (1977);
- The Youth Act of the GDR (1974);
- the Act on the integrated socialist education system (1965);
- The Principles of the training and further training of working people (1970);
- Work regulations for the People's Universities (1969; enacted by the Minister of Education);
- Regulation on courses for the acquisition of language qualifications (1968; enacted by the Minister of Education);

- Regulation on the promotion of fully employed women for their training as skilled workers in production (1972; enacted by the State Secretary of Vocational Training);
- Regulation on the training and further training of supervisors (1973; enacted by the Chairman of the Council of Ministers);
- Instruction on the application of state-approved curricula to the training of working people as skilled workers in consideration of the qualification available, especially their working and living experience (1973; enacted by the State Secretary of Vocational Training);
- Regulation on distance and evening courses at universities, other institutions of higher learning and technical schools (1973; enacted by the Minister of Higher and Technical Education) .

Several provisions of the most important legal foundations shall be explained in the following:

1. Constitution of the GDR (Basic Law)

Several chapters of the Constitution deal with education. The basic function of the educational system is explicitly described and laid down. Based on the integrated educational system, the state guarantees all citizens a high level of education in accordance with the steadily increasing social requirements. Women and young people are specially promoted in their vocational development and qualification. This promotion is called a social and public task in the Constitution.

Article 24, paragraph 3, formulates the principle of the Constitution that every citizen of the German Democratic Republic has the right to work, to employment and its free selection in accordance with social requirements and personal qualifications. In the GDR the right to work is guaranteed

by the socialist ownership of the means of production;

by the socialist management and planning of the social reproduction process;

by the steady and planned growth of the socialist productive forces and labour productivity;

by the consistent implementation of the scientific and technological revolution;
by the integrated socialist labour law and the life-long training of the citizens.

Thus adult education is enshrined in the legal provisions of the Constitution in its close relationship to labour in the GDR. The educational institutions are open to everyone. The state provides the possibility of transition to the next higher level of education up to the highest educational institutions, the universities and other institutions of higher learning, in accordance with the principle of work performance, the social requirements and in consideration of the social structure of the population.

There is free tuition in the GDR. Additional grants for education and free learning materials are provided according to social criteria.

The Constitution guarantees the attendance of special schools and special vocational training centres to those adults suffering from psychical and physical lesions and handicaps. The state and all social forces are bound by the Basic Law to solve this task. The same applies to members of ethnic minorities. Article 40 reads as follows: "Citizens of the German Democratic Republic of Sorb nationality have the right to cultivate their mother tongue and culture. The exercise of this right is encouraged by the state."

2. The Labour Code of the GDR

The right to education is further diversified by the Labour Code of the GDR. Thus the objective realities are considered that systematic education is not limited to a certain stage of life but that life-long learning is the manifestation of the socialist way of life. The increase in the level of education and qualification of working people is an important precondition for political activities, the mastering of science and technology and the development of the universally educated socialist personality.

The new Labour Code of the GDR has for the first time included a separate chapter on training and further training (see Annex 1).

Chapter 7 of the Labour Code lays down adult education of working people within the framework of an employment relationship. The subject of qualification is dealt with fairly extensively in 15 sections. In addition, the Labour Code contains 31 sections, the provisions of which are of great importance for the training and further training of adults.

Chapter 7 includes the following: the principles of adult qualification, the rights and obligations in training and further training, the reference to those who bear the costs of training and further training and to the agreement to be reached on the participation in the planned training and further training between the enterprise and the working people (qualification contract).

Sections 145 - 149 of Chapter 7 of the Labour Code deal with the principles of training and further training of the working people within the framework of the employment relationship. This includes the following:

- The working people are enabled by training and further training to increase the efficiency of their work and by virtue of greater knowledge to participate creatively in the management of their enterprise.

- Training and further training of the working people are effected on the basis of the latest scientific findings and the most progressive experiences gained in practice as a unity of vocational-technical and politico-ideological education and training.

- The enterprise is held responsible for the timely and continuous training and further training of working people in conformity with the enterprise plan and has to provide the basic requirements, especially for the material, personnel and financial conditions.

- The enterprise has to interest the working people in qualification as planned and has to consider the suitability for the employment envisaged, for the development of personality, qualification, vocational and living experiences as well as for the efficiency and the interests of the working people.

- The enterprise shall employ the working people following the successful completion of training and further training as agreed upon in conformity with their qualification and the abilities as well as in consideration of the social requirements.

- Every worker has the honourable task of life-long further training and is obliged to participate in qualification measures connected with his work task.

3. Act on the Integrated Socialist Educational System

This law includes a separate main chapter on adult education, which comprises Sections 35-39. The function of the training and further training of working people is laid down in Section 35. It stipulates that the training and further training of working people should serve to provide high vocational knowledge and abilities on the basis of and in close connection with comprehensive political and general education. Training and further training are provided in accordance with general state-approved principles. The Education Act binds enterprises to train the workers in due time to operate new machinery and equipment introduced, to handle new materials, new products, new technologies and higher forms of the organization of production and work.

The part of the law that deals with adult education states that special attention should be paid to the training of women and girls for technical vocations and that they should be prepared to assume medium-level and leading functions.

4. The Principles of the Training and Further Training of Working People

Like in many countries, adult education in the GDR is the most diversified and most differentiated subsystem within the entire system of general education and training.

On 16th September, 1970, the People's Chamber of the GDR passed the "Principles of the Training and Further Training of Working People" which have since then been persistently put into practice. Their politico-educational value should be greatly appreciated. They con-

stitute the comprehensive and full-fledged legal basis provided for adult education in the GDR. It should be specifically noted that the complete and systems-theoretically founded description of the "Principles" have found also international recognition. The general breakdown of the provisions is the following:

I. The advanced socialist society calls for a uniformly established system of the training and further training of working people.
II. The essence of the training and further training of working people.
III. Training and further training of working people has to be efficient.
IV. The responsibility by managers of enterprises, combines and cooperatives for the training and further training of working people.
V. The tasks to be fulfilled by trade unions, ministries and other central state organs as well as those by the associations of nationally-owned enterprises (VVB) and other leading economic organs and the councils of counties and districts.
VI. Heads of working teams and instructors shall be qualified to solve the new tasks of training and further training of working people.

In part I of the "Principles", the demands to be made on adult education are derived from the basic scientific, technical, economic, social, political and intellectual-cultural processes of development of the socialist society. Then the system of adult education in the GDR is described. It is methodologically interesting to note that the integral parts of adult education are always reflected both in contents and organization.

Part II of the "Principles" includes the provisions dealing with the contents of adult education. The entire system is equally orientated towards the complementation of general education and the vocational training of working people. Special emphasis is put on the acquisition of knowledge enabling individuals to penetrate more deeply into the problems of the scientific and technological revolution and economic development. In this context, the "Principles" highlight the socialist goal of the universally developed personality. It is the task, as is said, to gear the acquisition of the latest technical knowledge

always to the deepening of the education in social sciences. Thus it is specifically feasible to utilize better the intellectually productive potentials of working people for work, so that further training in the final analysis, will contribute towards encouraging the development and production of low-cost marketable products by using sophisticated technological processes.

Part III deals with the pedagogic efficacy of the training and further training of working people. The planned and continuous learning done by all people calls for a rational scientific organization in conformity with the learning conditions of working people, for efficient methods of training and further training and the use of the law of the economy of time.

Proceeding from the level of qualification available and the concrete goals of training and further training, it is required to create specific opportunities for qualification for the groups of working people in question. This would include, for instance, the full use of achievements of secondary schools, vocational training and the qualification acquired at work as well as the level of education attained and the rich experiences gained at work and in life.

Parts IV and V of the "Principles" regulate the responsibility of certain state or social institutions to be assumed for the planning and management of adult education in the GDR. Statutory provisions are made for the State Secretariat of Vocational Training, the Ministry of Education, the Ministry of Higher and Technical Education, the county councils, the State Television Committee, the State Broadcasting Committee etc. The legal provisions issued for works managers are worth mentioning. The managers of enterprises, combines and institutions as well as the boards of cooperatives are to assume responsibility within their fields of competence for the planning, management and implementation of the training and further training of working people within the framework of the planned formation of the process of reproduction.

Part VI of the "Principles" deals with the competency of instructors and managers for educational and training operations among adults.

It is pointed out that this ambitious intellectual activity requires a high educational level, unswerving persuasions with respect to social sciences, and altogether the personal example of the adult education teacher. For this reason also the qualification of adult education teachers to be provided in special courses and classes becomes more and more important. In this part reference is specifically made to the increase in pedagogic-psychological knowledge of full-time and part-time teachers and the heads of working teams. The "Principles" accentuate the development of research in the field of adult pedagogics, notably of vocational and enterprise pedagogics.

Now, by the end of the 70s, the time has come which makes it necessary to analyse the efficacy of the "Principles" and to make the new demands discernible to be made on adult education of the 80s. At the 9th Congress of the Confederation of Free German Trade Unions (FDGB) in spring 1977 Harry Tisch, the Chairman of the Executive Committee of the FDGB, said: "We propose to analyse the present-day situation in the training and further training of working people and to prepare measures, in cooperation with the Council of Ministers, which fulfil the demands of the IXth Party Congress of the SED made on adult qualification. In this context it is necessary to take account especially of the requirements of socialist intensification together with the scientific and technical progress as well as of the rights and obligations laid down in the Labour Code of the GDR on the training and further training of the working people."/

1.6. Management, Planning and Financing

In the GDR the principle of the scientific management and planning of the national economy and all other social fields is generally adhered to. This applies also to the educational system.

The planning of adult education (skilled workers, supervisors, and graduates from institutions of higher learning and technical schools) has become an integral part of national economic planning. A distinction is made between long-term planning and annual planning. The State Planning Commission of the GDR ensures the organic incorporation of planning adult education into the complex planning of the reproduction process of the national economy.

In 1975, together with the regulations on the planning of the national economy, uniform criteria and ways of procedure of planning the vocational and qualification structure were introduced into industry, construction, transport, posts and tele-communications, agriculture, forestry and food processing, trade and supply as well as into other fields of the national economy.

The planning of the structure of qualification is an integral part of the planning of the social working faculties.

The leading economic organs (ministries and associations of nationally-owned enterprises) provide directions and guidance to the subordinate enterprises, combines and institutions and give instructions about the required development of the vocational and qualification structure and about the demand for trained people. The State Secretariat of Vocational Training is the organ of the Council of Ministers of the GDR competent for the management and planning of the state education policy in the field of vocational training. This Secretariat prepares the statutory regulations required and, by order of the Council of Ministers of the GDR, controls the implementation of the state education policy in the sphere of the training and further training of skilled workers and supervisors.

The planning of adult education in a socialist enterprise makes it possible to determine the qualitative development of the working faculty and the vocational development of those employed in the enterprise. Its basis is the long-term social, scientific and technical, and economic development of the enterprise. The relevant plan is the "cadre and education plan".

This plan encompasses the required measures for training and further training to safeguard the planned vocational and qualification structure. The cadre and education plan is co-ordinated with the planning of the technical and economic development of the enterprise. In this context great importance is attached to the "Plan of Science and Technology" and to the "Investment plan". Many conclusions for adult education are derived from them.

The cadre and education plan is drawn up for a period of one year in advance. This plan incorporates the additional measures required to fulfil the five-year plan. The enterprises use the education plan to determine the ways and goals of vocational training and further training, to conduct cadre talks and qualification talks with the working people and, in accordance with the appropriate measures of qualification, to lay down also their employment in the enterprise.

The councils of counties and districts support the enterprises, combines and cooperatives in the education and training of adults. They encourage the inclusion of social organizations in adult education and coordinate the development of the education level of citizens. The local organs are held responsible especially for the support to be rendered to the working people for qualification during their leisure time, e.g. measures for a better organization of urban traffic, the operation of supply institutions and the care for children. The county councils together with their competent organs (County School Supervisor, Head of the Department of Vocational Training and Vocational Guidance) maintain direct relations with the Ministry of Education and with the State Secretariat of Vocational Training, respectively.

The Ministry of Education controls the development of the People's Universities which are geared to the expansion and deepening of the general education of working people. The Ministry is held responsible for determining the contents of general education in the training and further training of working people, notably for measures concerning the education in the 8th, 10th and 12th forms of secondary schools.

The trade unions, in their capacity as the social representatives of workers, employees and members of the intelligentsia, encourage the training and further training of working people. They fully exercise their right to co-determination in cultural and educational activities. They take part, for instance, in the development of the vocational and qualification structure, the preparation of vocational analyses, the further development of the contents of training and further training and in the preparation of curricula. The trade unions make all efforts to co-ordinate harmoniously the work tasks, socialist emulation and the measures of vocational training and further training.

In the GDR, the Ministry of Higher and Technical Education together with other central state organs is competent for the management and planning of distance and evening courses. Such courses are included in the planning of the demand and the development of the number of teachers at institutions of higher learning and technical schools. The courses are operated at institutions of higher learning and technical schools.

It is possible to establish consultation centres for certain basic disciplines of study in conformity with regional and technical points of view. It is also possible to establish branch offices for the study in compliance with material, technical and financial considerations (enterprise education centres act, as already mentioned, as branch offices). The enterprises support and look after the students taking part in distance or evening courses and create favourable conditions for study. They decide on the vocational employment of these students during and after their courses. Adequate stipulations will have to be made in qualification contracts for the students delegated by the enterprise to these specific courses (cf. Regulation of 1st March, 1973, on distance and evening courses at institutions of higher learning and technical schools).

The financing of the training and further training of skilled workers and supervisors in nationally-owned enterprises is done at the expense of prime cost, whereas in state organs and institutions these costs have to be borne by the state budget. As a result, the principle of free education has basically been implemented also in adult education. The expenditure accruing to the worker as a result of his participation in training and further training, such as means of work, travel expenses, board and lodging in courses, books, are borne by the worker himself. However, the enterprise can make material and financial grants to be allocated individually from the cultural and social funds. Decisions to this effect have to be reached in coordination with the enterprise trade union committee and have to be laid down in the enterprise collective agreement.

Appropriate statutory regulations cover the financing of adult education in the GDR. The Labour Code of the GDR lays down the costs

to be borne by the enterprise or by the working people for training and further training. These regulations proceed from the principle that the enterprise and the working people have a common interest in the training and further training to be agreed upon. The costs for the acquisition and maintenance of institutions for the training and further training have to be borne by the enterprise. If an enterprise does not have educational institutions of its own, it may share the costs for those institutions to which it will send its working people for the purpose of training and further training.

Adult education operated at the People's Universities is financed by the state budget. There is a schedule of fees applicable to the participants in People's Universities courses. In courses leading to a school-leaving examination, the fees of one lesson for each participant are 5 Pfennigs, in foreign-language courses 15 Pfennigs per lesson and in typist and shorthand courses 25 Pfennigs per lesson. Of course, these fees to be paid by the trainees do not at all cover the actual costs arising. This may be compared with the monthly income of 956 Marks earned by a fully employed worker or employee in the nationally-owned industry (as to the level of 1977).

Students participating in distance and evening courses have to pay a fee of 20 Marks annually to institutions of higher learning or 80 Marks to technical schools.

Up to 10% of these students, or participants in other qualification courses may be exempted from the payment of study fees. The criteria for exemption are the attainments in study and social considerations, such as the income situation of the applicant, his/her partner, or the parents.

The personnel and material requirements as well as the financial expenditures necessary for a planned implementation of distance and evening courses are being provided within the national economic plan and the state budget.

Participants in distance and evening courses receive a paid leave for attending courses, practical training and excursions, the prepara-

tion for and writing of tests and examinations and for the preparation of examination papers.

In this way, the GDR in the sphere of higher and technical education and in other spheres of adult education has implemented the Recommendation 148 made by the International Workers' Conference with regard to a paid study leave.

At institutions of higher learning:

Disciplines	Exemption from work, average number of days per study year
Natural sciences, technical sciences, economic sciences, culture and sports sciences, pedagogics	48 working days
Philosophical and historical sciences, political science and jurisprudence, journalism, agricultural sciences	36 working days
At technical schools:	
Technical sciences, vocational pedagogics, economic sciences, agricultural sciences	36 working days
All other disciplines	24 working days

1.7. Basic Forms of the Adult-Pedagogical Process

As to its nature, education of adult personalities is a pedagogical process. In general pedagogy, a pedagogical process is a social condition, a guided social process aiming at developing personalities in a direct or indirect social contact with a special emphasis being laid on their psychical development. It goes on in a direct communication

in social units (schools, enterprises, families, etc.). Private studies and responsible learning by resorting to media of mass communication are examples for forms of imparted human relations.

The determining characteristic of a pedagogical process is its education-related guidance (e.g. teaching) of activities (e.g. learning). Such a guidance is considered to be the way of acting of people as against other people, which is characterized by a pedagogical intention more or less filled with scientific knowledge of pedagogy and psychology. With regard to the development of personalities it is purposeful and methodological and, at least in part, planned and organized. Such a pedagogical control also includes self-guidance occurring when persons adopt an education approach to their own development, which is in line with the above characteristic features.

The process of adult education has some special features as compared with the general educational process. They all are based on the fact that the educational and social interaction takes place among adult working people. While the social status of children and young students is primarily determined by their social origin, the social status of working people and thus their position in society is based upon their own vocational activities. Even under socialist conditions the personal ways of life of people, as for instance of teachers and industrial workers, are different. However, their relationship to each other in adult education is already essentially characterized by the fundamental social emancipation of working people under socialism, which finds its basis in the public ownership of the means of production. This type of ownership has a more direct influence on adult education than on the process of educating children or younger students. Under socialist conditions, the relations between adults in the educational process are strongly collective ones. They are characterized by a special maturity of cooperation in a spirit of comradeship. Nonetheless, adult education teachers, leaders of working teams, discussion leaders in the "Schools of socialist work" (courses run by the trade unions), URANIA lecturers and others bear the overall political and educational responsibility for the educational process to be carried out. Accordingly, the requirements placed on such a pedagogical guidance are high. The collectively-bound authority of an adult

education teacher is essentially dependent upon his intellectual performances, the level of his own personality development. He has to lead the process of adult education centrally and, at the same time, democratically, i.e. educational guidance governed by the principle of democratic centralism. This socialist principle of guidance is valid in the political sphere as it is valid in the economic and cultural spheres and hence in education too.

In the ontogenesis of their personality, adult workers have reached a level of development after 20, 30, 40 or more years of life that makes it necessary to particularly further educate the existing psychical performance and behaviour features. The process of adult education is less concerned with imparting initial knowledge but rather with updating, deepening and extending existing knowledge. To train new vocational skills and abilities is a much rarer task than the improvement of existing abilities. Therefore the proper function of the process of adult education is to further raise, shape and extend the personality qualities on a given level.

Adult education teachers have to incorporate into their educational activities the given level of education and training of the working people concerned and to use all their interiorized experiences of life and work. The process of adult education is thus preceded by a relatively extensive planning phase. This phase is devoted to a profound analysis of the existing level of general education, vocational capabilities, experience of life (e.g. former political activities, marital status) and experience of work (e.g. length of employment by the same enterprise) and is subsequently used for the determination of the specific educational contents on the basis of the analysis made.

The process of adult education is characterized by the application of the principle of homogeneity and differentiation. People with very heterogeneously developed personality features assemble in lessons held in classes, at events organized by the URANIA society for broad audiences or in educational courses in general attended by social groups of working people. Hence, the psychical prerequisites for the pedagogical process are especially differentiated. On the other

hand, adult education teachers like any other responsible person in the field of education pursue a uniform goal for all. This dialectics of a strong differentiation of the personality features among the students and an objectively necessary uniformity of the educational result to be reached require a strongly flexible approach to the methodological and organizational arrangement of the process of adult education.

Finally, the process of educating working people with much experience of work and life is characterized by the biological and psychological conditions as they emerge in different stages: early age, middle age and advanced age. The results obtained in the GDR indicate that the sometimes established model of a one-dimensional dependence of performances and learning abilities of adults of the respective age groups has turned out to be untenable. The efficiency of adult education is decisively influenced by factors such as job, social status under the conditions of a given social order in history, variety of intellectual interests and cultural needs as well as personal qualities. But apart from this, the biological and psychological well-functioning of a person has an influence on the process of adult education. That is why the courses are differentiated as to the learning speeds and intensities, faculties of memory, versatility of the mind and responsiveness of the students in the different ages of life.

Six fundamental forms of the process of adult education have emerged in the GDR despite all the versatility of adult education:

1. The educational process organized in courses which are held at schools (e.g. planned theoretical vocational instruction or general theoretical courses held at the People's Universities or enterprise education centres). The methodology of adult education in the GDR aims at promoting active and creative learning activities of the students. This includes lectures given by the teachers inspiring the students to follow the ideas of the lecture rather than taking notes only, seminars where the students are not merely questioned but where problems are discussed and disputed, and examinations during which the students have not only to know facts but also the correlations between them.

As far as teaching aids for theoretical instruction are concerned, light pens, other audio-visual aids and adult education manuals have proved to be most useful. A systems approach to didactic solutions turns out to be efficient and is meant to establish a combination of adult education as organized in classes and forms of learning in the working process, a combination of teaching and learning methods, teaching and learning aids and the observance of the concrete requirements of organization.

2. The syllabus-bound pedagogic process characterized by instructions given at workplaces (e.g. systematic practical vocational instruction at the workplace by team leaders under the supervision of the enterprise education centres). This fundamental form of the process of adult education is especially realized by means of the different methods of instructing and learning during the process of work. Practical instruction as it is done in vocational adult education can be pointed out as an example. Methodological elements can be the following ones: demonstration and theoretical explanation of vocational activities by the teacher concerned, repetition and exercise by the students, gradual increase in the independent performance of vocational activities up to the full development of the planned vocational abilities and skills. In the GDR, practical vocational training is increasingly gaining in importance. "Training" in this context means a method of the intended repetitious exercise of vocational skills under simulated technical and technological conditions (e.g. anti-breakdown training at high-efficiency plants and machines). The practical vocational instruction as a part of the process of adult education is done at the future workplaces of the students, in centralized repair workshops, at especially suitable workplaces in other enterprises, during the assembly and trial-run of new plants or at forms manufacturing new technological plants (customers' instruction).

3. The situation-bound educational process realized in every-day life of the enterprise and basic teams (e.g. educationally and psychologically well-founded assignment of tasks to the workers by supervisors, shift leaders or group leaders, educationally well-reasoned moral stimulation of the workers in the working process;

instructionally well-grounded deliberations by the working team on output matters etc.).

4. Private studies as related to the process of adult education.

5. Process of adult education as related to popularizing of knowledge on nature, technology and science in a direct social communication (e.g. the educational component of a "URANIA" lecture, of a discussion in the framework of the "School of socialist work" etc.).

6. Process of adult education related to the effectiveness of means of mass communication in an indirect social contact.

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2. PERSONNEL ENGAGED IN ADULT EDUCATION

6,000 full-time staff members are employed in the GDR's adult education facilities. They teach and work mainly in the enterprise education centres, in the "departments of adult training and further training" of large enterprise schools, and at the People's Universities. Most of these persons (including 3,400 women) are teachers and technical staff (office workers, typists).

The statistical survey below (as of 1976) includes the numbers of the teaching staff (without technical staff) employed in the most important types of such institutions:

	Full-time teaching staff	Part-time teaching staff (graduate engineers, graduate economists, teachers for secondary and vocational schools etc.) paid on a fee basis
1 000 enterprise education centres and 420 enterprise schools	3 200	62 000
220 People's Universities	1 000	12 500

The survey indicates that especially in the technical field (enterprise education centres and enterprise schools), i.e. in the sphere of vocational training and further training, the number of the part-time teaching staff exceeds that of full-time teachers (at a ratio of about 20:1).

Those who devote part of their time to teaching can work as teachers for 4 hours a week in addition to their normal jobs. They are very im-

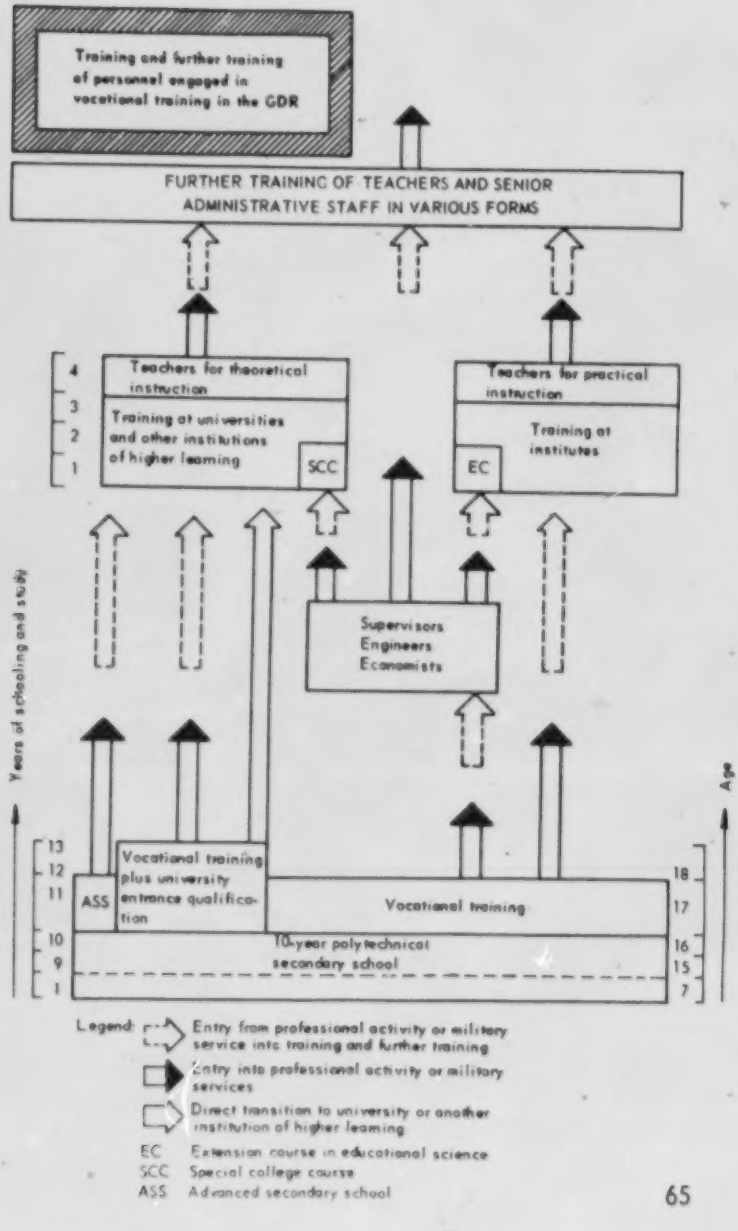
portant staff members in adult education. In 1976 these part-time teachers gave three quarters of all lessons devoted to the training and further training of skilled workers and supervisors.

The departments of adult education and further education attached to the large enterprise schools are directed by a head of department. Enterprise education centres and People's Universities are administered by a director. He bears the title "director" in connection with the name of the educational facility - enterprise education centre or People's University. According to the size of the educational institution and the magnitude of its tasks, assistant directors (e.g. if there are six and more full-time teachers) and, furthermore, heads of department can be employed. As far as enterprise education centres and enterprise schools are concerned, this is regulated by a "Directive on the employment of staff members at vocational training institutions" issued by the State Secretariat of Vocational Training on 14th March, 1975.

2.1. Qualifications of Adult Education Teachers

At present 55% of the teaching staff, heads of department and directors working full time in enterprise education centres and enterprise schools of the GDR are graduates from an institution of higher learning (e.g. Diplomingenieurpädagoge - graduate engineering teacher). If the staff having graduated from technical schools is added (e.g. Ingenieurpädagoge - engineering teacher), more than 90% of the full-time adult education teachers of enterprise education centres and enterprise schools have undergone a complete training at technical schools or institutions of higher learning.

There are not as yet any special training courses for adult education teachers. However, all those engaged in vocational training (especially vocational school teachers giving theoretical instruction and the administrative personnel) attend, during their academic training, lectures and seminars dealing with themes of adult education. There are, for example, numerous finals and doctoral dissertations on practical and theoretical problems of adult vocational training and further training, of post-school general education etc.


Training and further training of personnel engaged in vocational training in the GDR
FURTHER TRAINING OF TEACHERS AND SENIOR ADMINISTRATIVE STAFF IN VARIOUS FORMS
4
3
2
1
Teachers for theoretical instruction
Training at universities and other institutions of higher learning
SCC
Teachers for practical instruction
Training at institutes
EC
Supervisors
Engineers
Economists
Years of schooling and study
Age
13
12
11
10
9
1
ASS
Vocational training plus university entrance qualification
Vocational training
10-year polytechnical secondary school
18
17
16
15
7
Legend:
Entry from professional activity or military service into training and further training
Entry into professional activity or military services
Direct transition to university or another institution of higher learning
EC Extension course in educational science
SCC Special college course
ASS Advanced secondary school

65

65

The vocational school teachers concerned with theoretical instruction take part in courses at universities and other institutions of higher learning enabling them to work both
a) in the vocational training of young apprentices and
b) in adult vocational training (e.g. in enterprise education centres) after having passed their final examination.

Those who want to follow courses of *study to become graduate vocational school teachers* are required to have the university entrance qualification and the skilled worker's certificate. That is why students from special forms with vocational training plus university entrance qualification are enrolled for this discipline on a preferential basis. After leaving the 10th form of the advanced secondary school, these young people have learned a trade during a period of 3 years and acquired also the university entrance qualification.

As a rule, the student teachers should know the technological and economic problems of the national economy from their own experience and be familiar with the social climate in the enterprises. This is an essential prerequisite for their successful, practice-related educational work with the apprentices in the field of vocational training, and even more so when they are engaged in adult education and further education where it is important to link knowledge with the practical experience and the experience of life of the students.

Teachers for theoretical vocational instruction pursue a full-time study of four years. According to their previous training as skilled workers, their special interests and the social requirements they can choose among various disciplines.

The sphere of activity of teachers for vocational training is highly differentiated. Thus, graduates in the discipline of mechanical engineering must be able to train apprentices for a number of trades in metal working and processing and, furthermore, carry out this training in different industries. Such a differentiated specialization, however, is not possible during the training at an institution of higher learning. Therefore such students receive a well-founded basic training in mathematics, the natural sciences and in technological subjects and

attend specialist courses which prepare them sufficiently for their teaching activity in the trades where they will perform training. Other kinds of knowledge have to be acquired in the process of further training.

Upon the successful conclusion of their studies, the future teachers are awarded the first academic degree by the university or institution of higher learning. They are then called, according to the discipline concerned,

- graduate engineering teacher
- graduate economics teacher
- graduate agriculture teacher
- graduate medical teacher.

The same qualifications can be acquired by a three-year distance course on the condition that the candidates have graduated from a technical school in a field compatible with the discipline chosen (e.g. engineer) and have an educational qualification.

Such courses may be attended at the following universities and other institutions of higher learning of the GDR:

University/other institution of higher learning	Discipline	Degree
Dresden Technical University	Mechanical engineering Electrical engineering Construction Textile engineering Food processing Chemical engineering Data processing	Graduate engineering teacher
Karl Marx Stadt College of Technology	Mechanical engineering Electrical engineering	Graduate engineering teacher
"Otto von Guericke" College of Technology, Magdeburg	Mechanical engineering	Graduate engineering teacher

(cont.)

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(cont.)

University/other institution of higher learning	Discipline	Degree
Karl Marx University in Leipzig	Agriculture (Animal husbandry)	Graduate agriculture teacher
Berlin Humboldt University	Economics	Graduate economics teacher
	Agriculture (crop farming)	Graduate agriculture teacher
	Agriculture (horticulture)	Graduate horticulture teacher
	Public health	Graduate medical teacher

The teachers for *practical vocational training* attend three-year courses at technical schools. They must have completed the 10th form of the polytechnical secondary school and must have learned a skilled trade of the discipline concerned.

Thirteen disciplines are available to train such teachers. Upon the conclusion of their studies, the students of these disciplines receive the professional designation "engineering teacher" or "economics teacher".

The qualifications of an engineering or economics teacher can also be obtained by distance courses lasting five years. The applicants must have the same qualifications required for full-time studies and, if possible, two years of practical experience in their trades.

After graduation, these teachers are mainly employed in the practical vocational training of apprentices, but they can also carry out prac-

tical adult training. (This is done in the work process, i.e. with team leaders rather than engineering teachers being in charge of it.)

Teaching staff employed in practical vocational training can study at the following institutes or technical schools of the GDR:

Institute or technical school	Discipline	Degree
Training Institute for Engineering Teachers, Gotha	Electrical engineering Electronics Automation technology	Engineering teacher
Engineering School for Construction and Teacher Training, Magdeburg	Construction	Engineering teacher
Engineering Teacher Training Institute, Karl Marx Stadt	Mechanical engineering Metal cutting technology Maintenance and assembly	Engineering teacher
Engineering Teacher Training Institute, Schwerin	Crop farming Animal husbandry	Engineering teacher
Economics Teacher Training Institute, Aschersleben	Domestic trade in consumer goods Catering service Business administration Technology of desk work	Economics teacher
"Justus von Liebig" Chemical Engineering School, Magdeburg	Chemical engineering	Engineering teacher
Engineering School for the Food Industry, Dippoldiswalde	Food industry	Engineering teacher
Engineering School for Wood Processing, Dresden	Wood Processing	Engineering teacher

The *administrative staff members of vocational adult education* (e.g. directors of enterprise education centres), like all the personnel holding responsible posts in vocational training, take part in a special course. It takes place at the Humboldt University of Berlin with the department of educational science, more particularly the section of vocational pedagogics, being in charge of it.

It is the aim of this course of study to impart to well-tried and capable persons the necessary qualifications for their managerial work in socialist vocational training. They are in this way enabled, politically and technically, to fulfil on a high level the growing tasks of management and planning facing them in the training and education of young socialist skilled workers as well as in the training and further training of adult skilled workers and supervisors.

Their knowledge and skills needed to develop and lead efficient teams of teachers are thus particularly increased and deepened. The condition for admission to such a special course is that the candidates have undergone full training for the teaching profession or have completed other kinds of studies at technical schools or institutions of higher learning leading to a pedagogical qualification. Experienced staff is admitted by way of special recommendation. The duration of the course (excluding the time required for the preparation of the finals dissertation) is 12 months for full-time studies and 24 months for the distance course. The student is released from work for a total of 7 weeks in order to work out his finals dissertation and to prepare and carry through the vindication of his dissertation. This public discussion must be effected within six months after the course ended. The special course is concluded with the awarding of the title "graduate teacher".

This special course for administrative staff members in the field of vocational training updates, deepens and extends knowledge and intellectual abilities in the following areas:

a) Marxism-Leninism (philosophy, political economy, scientific communism)
b) general pedagogics (fundamentals of pedagogics, general didactics, general education theory)

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c) psychology (psychology of the personality, development psychology, social and adult psychology)
d) vocational and industrial pedagogics (fundamentals, history of vocational training, comparative vocational pedagogics, didactics and education theory of vocational training, theory of the management and planning of vocational training).

10 to 15 per cent of adult education teachers are always to be found among the senior staff immatriculated from the sphere of vocational training. During the special course they are familiarized, for example, with the following themes: Characteristic features of teaching and learning in adult education and further education, learning in the work process, educational work of the socialist mass media and its utilization in adult education, didactic aspects of the use of materials for independent studies, educational effectiveness of full-time and part-time teachers in adult education, educational potentialities of the working team and of a firm's entire staff, legal and educational aspects in the training and further training of skilled workers and supervisors, etc.

In addition to the above mentioned types of training for teaching and administrative staff members of vocational adult education, there is also a *system of life-long further training for adult education teachers* in the GDR. It includes, for example, the "recurrent further training" which has been in existence since 1970 and comprises courses of 30 lessons each in Marxism-Leninism and in the educational sciences. These courses are aimed at raising the theoretical level of the teaching staff. The subject matter of these courses consists of the latest scientific findings in the fields of philosophy, political economy, scientific communism, didactics, educational theory, psychology and other disciplines. Other themes dealt with in the courses are the educational concepts underlying vocational training. Participation in recurrent further training is compulsory. Within five years all teachers and administrative staff members have to participate in courses devoted to social sciences and pedagogical psychology. The recurrent further training takes place in selected vocational training establishments run on county level. Teachers from institutions of higher learning, scientific staff members of institutes, directors of vocational

training facilities and experienced teachers hold lectures and seminars there. The participants prepare themselves carefully for the courses by undertaking independent studies according to prescribed principal topics.

The "*County further training centres for teachers of vocational training*" today bear the brunt of life-long further training of all teachers and administrative staff members engaged in vocational training - also of adult education teachers. There are 15 such further training centres in the GDR. They were founded as methodological centres even in the early fifties on the basis of Soviet experience. These further training centres are establishments coming under the departments of vocational training and guidance of the County Councils. Offering comprehensive further training, they make a great contribution towards forming the personality of teachers and administrative staff members in their county, and help in this way constantly to improve the staff conditions for the educational and training work to be performed in vocational training establishments.

2.2. The Social Status of Adult Education Teachers

The work of adult education teachers, like that of all members of the teaching profession in the GDR, is highly appreciated by society. Those concerned with adult education enjoy extensive sociopolitical and trade union rights. Their profession is respected, and they have a firm position in the whole of social life.

The state and society as a whole pay tribute to the accomplishments and great merits of all teachers on "Teacher's Day" celebrated on 12th June every year. On that day the government awards a number of special decorations to persons working in the educational field. These include the Pestalozzi Medal in 3 grades (for loyal service in establishments of the educational system), the Dr. Theodor Neubauer Medal in 3 grades (for significant work in educational policies) and the Diesterweg Medal (highest award in education) which is combined with the honorary title "Merited Teacher of the People". Most decorations are coupled with a bonus. For example, all teachers who have been in the school service for 30 years receive the Pestalozzi Medal in gold.

Teachers who have concluded a pedagogical training and acquired a state-approved diploma are beneficiaries of the pension scheme for intellectuals in the GDR, to which they need not pay any dues. The honorary titles of "Oberlehrer", "Studienrat", "Oberstudienrat" and, in case of outstanding theoretical achievements, "Professor" (nominal professorship outside the higher education system) can be conferred upon proficient teachers. These titles imply a promotion supplement to the basic salary.

Full-time teachers give, as a rule, 22 lessons per week, and teachers at evening schools 21 lessons (agreement on working hours of 1970). This fixed time for classroom work can be reduced by reason of various additional duties, for example for advisors to specialist teachers. Woman teachers having two or more children under 16 in their own household teach two compulsory lessons less per week. There are also uniform regulations concerning the standard number of lessons to be given by directors, deputy directors and department heads.

Thus, the director of an enterprise education centre performs 2 to 6 lessons of teaching per week, the rest of his working hours are devoted to administrative activities in the training and education process.

There are uniform government regulations on the remuneration of teachers in the GDR (1970 agreement on remuneration for the work of teachers and educators, and relevant amendments). The agreement stipulates that the classification of teachers into the various salary groups depends on their qualifications. There are 4 salary groups. The classification into a higher category (pay increases) is based on teaching experience, systematic further training, efficiency and seniority. Supplements are paid for managerial activities, special demands made on teachers, and for work under particularly difficult conditions. Pay supplements are also granted for work under special conditions in the countryside. By reason of expenses connected with their profession, teachers enjoy tax exemption for 30 per cent of their monthly remuneration which is subject to the payment of income tax.

3. THEORY AND RESEARCH IN THE FIELD OF ADULT EDUCATION

Investigations in the field of adult education are an integral part of complex research work in the social sciences undertaken in the GDR. Its tasks result basically from the functions which the social sciences have to fulfil in the advanced socialist society. One of these functions of the social sciences is the constant extension and deepening of the knowledge about the objective laws governing the development of society and its mode of action.

Research in the field of social science has been increasingly coordinated in the GDR since the sixties in order to support this function. Many scholars participate in the planning and management of theoretical work, concentrating it on the themes that are significant to the community. The "Central research programme for the Marxist-Leninist social sciences in the GDR" has proved an excellent tool in the efficient organization of the numerous investigations conducted in that sphere. This programme is worked out for a five-year plan period. Before the programme becomes effective, it is broadly discussed in all of the GDR's scientific institutions concerned and coordinated with research projects envisaged by the USSR and other socialist countries in the field of social science.

The current central research programme for 1976 - 1980 again contains a number of topics which are directly or indirectly associated with adult education. They include investigations regarding personality development as seen from the overall ontogenetic aspect, also in terms of the concept of life-long training and education, as well as investigations into the interactions of work and culture, the scientific foundations of the communist education of the personality, and development, planning and forecasting of the integrated socialist educational system etc.

Research establishments directly concerned with adult education and further education are the Academy of Pedagogical Sciences of the GDR

(evening classes), the Central Institute of Vocational Training of the GDR (Training and further training of skilled workers and supervisors), and the Institute of Higher Education (further training of graduates from institutions of higher learning and technical schools). In addition, investigations are undertaken in the framework of industrial research and research into higher education.

An important instrument of the "Central research programme for the Marxist-Leninist social sciences" is the "Central research plan for vocational training in the GDR". The Central Institute of Vocational Training uses this plan to co-ordinate, on behalf of the State Secretariat of Vocational Training attached to the Council of Ministers of the GDR, all important nation-wide research projects which serve to develop the socialist training and further training of skilled workers and supervisors. Among these are investigations into vocational adult education such as "The improvement of the skills of production workers in the preparation and execution of a firm's rationalization projects", "The efficient organization of the process of training and further training, taking account of the working and social conditions of female production workers", "Investigations serving the improvement of the basic training programmes for supervisors in nationally-owned enterprises" and "Investigations into international trends in the field of adult training and further training".

As regards *basic research* in the GDR, important results have been achieved in the fields of personality theory, culture theory, labour and occupational sciences, and general pedagogics. A basic research directly linked with adult education is just developing. More comprehensive research work in this particular field has been conducted by certain disciplines such as psychology, with an "Introduction into the psychology of adult learning", and by didactics with "Contributions to adult education - a guideline for part-time teachers".

The most comprehensive and significant results have been obtained by *researches into vocational adult education.*

Worth mentioning are investigations into skilled worker's training for female production workers, into methods of shaping the process of

vocational adult education, and into the training and further training of supervisors. Theoretical developments are reflected, inter alia, in a number of brochures such as those entitled "Raising women's qualifications in the enterprise" (1974), "Efficient skilled worker's training for female workers" (1976), "Further training in the work process" (1973), "Learning in the work process" (1974), "On further training relating to specific tasks and projects" (1974), "The training and further training of supervisors in the GDR's socialist economy" (1976), and "Practical courses for supervisors" (1977). The practice-oriented conferences on the training and further training of skilled workers and supervisors held every two years by the State Secretariat of Vocational Training are important events. The theoretical findings and generalized practical experiences discussed there are brought to the attention of numerous adult education teachers by means of booklets. The latest publication within this series is the "Report on the central exchange of experience concerning problems of the training and further training of skilled workers and supervisors" held in Cottbus in November 1976 (published in 1977).

Curricula such as the "Basic training programme for supervisors" (1976) and a whole series of text-books came into being as part of activities aimed at the practical application of research work concerning the training of supervisory workers. These text-books for supervisors, which are adapted to the goals of adult education and re-edited every year, bear the following titles: "Educational and psychological fundamentals of socialist managerial activities" (as of 1975), "Socialist labour sciences" (as of 1975), "Socialist business administration" (as of 1976), and "Legal guidelines for supervisors" (as of 1977). These text-books are published by the Central Institute of Vocational Training of the GDR and have been made compulsory subject matter in basic training courses for supervisors by the State Secretariat of Vocational Training of the GDR.

Special investigations in the field of vocational education are conducted at the Berlin Humboldt University in the framework of researches into higher education. The section of industrial pedagogics recently presented new results of its work in a book entitled "The formation of convictions in apprentices and skilled workers" (1977)

and in collected contributions "Educational findings and problems concerning personality development in nationally-owned enterprises" published in "Wissenschaftliche Zeitschrift der Humboldt-Universität" (No. 3/1977).

In the seventies the study of problems relating to the GDR's system of People's Universities has been reflected mainly in doctoral theses, finals dissertations and articles in periodicals.

Mention should be made of the results that have been obtained in research work regarding the legal foundations and tasks system of People's Universities, the management of People's Universities and didactic problems of evening classes.

The investigations currently conducted in the GDR are concentrated, inter alia, on the following themes:

- the long-term planning of requirements made on general and vocational adult education in accord with the requirements of scientific, technological and economic progress;
- the further development of the occupational structure and qualifications of workers, employees, cooperative farmers as well as graduates from institutions of higher learning and technical schools employed in the economy, in line with the objective laws governing the advanced socialist society;
- the pedagogical effectiveness of the methods of training and education used in adult education;
- the effectiveness of management and planning in adult education in its interaction with the management and planning of the national economy and the entire educational system;
- the unity of technical training and social science teaching of working adults aimed at the formation of universally developed personalities.

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ANNEX 1: EXTRACT FROM THE GDR LABOUR CODE (Chapter 7)

CHAPTER 7

TRAINING AND FURTHER TRAINING

Principles

§ 145

(1) The purpose of providing the training and further training for workers who are parties to an employment relationship shall be to enable them to extend and enhance their knowledge and skills in the performance of their contractually agreed jobs or for some other prospective job. Such training and further training shall be provided in accordance with the tasks and development of the establishment. By receiving training and further training workers shall be afforded an opportunity of increasing the efficiency of their work and, through their greater factual knowledge, of making a creative contribution towards the running of the establishment. Such training and further training shall promote the development of a socialist personality.

(2) The training and further training given to workers shall be provided on the basis of the latest scientific knowledge and the most progressive experience acquired in the course of practical work, vocational and technical instruction being combined with political and ideological education. It shall be provided on the job and in training and further training institutions.

§ 146

(1) An establishment shall be responsible for ensuring the timely and continuous training and further training of its workers in accordance with the works plan. The training and further training required in

connection with rationalization measures or structural changes shall be planned and carried out in such a way that workers have the necessary skills when taking over some new or different form of activity.

(2) An establishment shall afford the necessary conditions, and especially the material, staffing and financial conditions, for the successful provision of training and further training.

(3) The manager and his managerial associates shall cooperate with the various trade union committees in the establishment in preparing, running and supervising training and further training for workers. The trade union committees shall have the right to suggest suitable workers for training and further training and to supervise the running of training schemes.

§ 147

(1) An establishment shall prospect for its workers to follow projected training schemes. Account shall be taken in this connection of their suitability for the proposed work, the development of their personalities, their skills, vocational experience and experience of life, and their efficiency and interests.

(2) After workers who receive training or further training to enable them to take on another job have completed the agreed course, the establishment shall employ them in accordance with their skills and abilities, due regard being had for social requirements.

§ 148

(1) Women shall be afforded special facilities in connection with training and further training. Women production workers, in particular, shall be systematically trained to become skilled workers. A greater number of women shall be trained to carry out managerial duties. Agreement on the measures to be taken shall be reached in the women's assistance plan.

(2) Priority shall be given to young persons in connection with recruitment for further training. Special measures shall be taken, in

cooperation with the committee of the basic organization of the Free German Youth Movement, to encourage socially active and trustworthy young workers.

§ 149

(1) It shall be a matter of honour for every worker, in the interests of his effective participation in the work of the establishment, to acquire constant further training to meet the higher demands resulting from social development, and especially from scientific and technical progress.

(2) A worker shall be required to take part in training schemes relating to his job.

Rights and obligations in connection with training and further training

§ 150

(1) An establishment shall discuss training problems with workers who are to take part in any training and further training it intends to organize. The discussions shall be more particularly devoted to the need for the training or further training, its purpose, the way it will be organized and the part that the workers are to play in it.

(2) An establishment shall assist workers who are receiving training or further training by making individual arrangements for their working hours, granting them time off, arranging for sponsorships and exchanges of experience, reimbursing their personal expenditure and taking other suitable steps in accordance with the relevant statutory provisions and the stipulations contained in the works collective agreement and the training contracts of the workers concerned. Where workers achieve good results in the course of their training or further training, they shall be granted moral and, depending on the possibilities of the establishment, material recognition.

(3) A worker shall be given written confirmation of his successful completion of a training or further training course.

§ 151

A worker shall be required to follow a course of training or further training conscientiously and, more particularly, to attend the training programmes regularly, endeavour to achieve good results and to take part in the prescribed examinations. He shall avail himself of the time off granted by the establishment and of the means that it has placed at his disposal for the purpose of his training.

§ 152

Cost of training and further training

(1) The cost of creating and maintaining institutions providing training and further training for the workers shall be borne by the establishment in accordance with the relevant statutory provisions. It shall not be recovered from the workers.

(2) Workers shall be required to pay the fees prescribed in the relevant statutory provisions for their participation in a course of study or other training scheme, the travelling expenses incurred in connection with their participation in training programmes and the cost of acquiring any necessary books and personal equipment.

(3) Where training and further training is provided in connection with rationalization measures or structural changes, the establishment shall reimburse the workers for any fees and expenses covered by subsection (2). The foregoing shall also apply to specified training schemes in which a worker takes part in accordance with the relevant statutory provisions or the instructions he has received. Provision may be made in the works collective agreement or in the relevant training contract for such fees and expenses to be reimbursed in other cases, either wholly or in part. When a decision is taken, regard shall be had for the worker's social circumstances, his results during the course of study and the social significance of the training scheme.

Training contracts

§ 153

(1) Agreement shall be reached between the establishment and the worker on the latter's participation in a projected form of training or further training (training contract). The rights and obligations stipulated in the training contract shall be an integral part of the worker's employment relationship.

(2) An establishment shall prepare a training contract in writing if -
(a) the training is intended as a preparation for another job;
(b) the worker is trained as a skilled worker or foreman or is sent by the establishment to a college or technical school for a home-study or evening course;
(c) there is to be any modification of the rights and obligations stipulated in the worker's contract of employment for such time as he is undergoing the training or further training.

(3) No training contract shall be required for a scheme covered by subsection (2) of section 149.

§ 154

(1) A training contract shall specify the purpose of the training or further training, the dates on which it is to be provided.

(2) A training contract may contain other stipulations relating to such matters as alterations to the worker's hours of work or his release from work at certain hours (where necessary for the purpose of the training and not detrimental to the achievement of the targets set for the establishment in accordance with the plan), the appointment of monitors and the provision of information and the submission of reports on the performance of the contract.

(3) A written training contract shall include the necessary provisions as to the worker's release from his work, the rate of any compensatory payments and his other entitlements in labour law.

(4) A written training contract shall be prepared at once and handed to the worker.

§ 155

The stipulations contained in a training contract may not be modified otherwise than by contract. The establishment shall immediately prepare any modification to a training contract covered by subsection (2) of section 153 and hand it to the worker.

§ 156

(1) A training contract shall terminate on the achievement of the agreed purpose of the training or on the expiry of the agreed period of time. Where the purpose of the training is not achieved by the agreed time, agreement may be reached to prolong the contract. Where a worker is temporarily unable to take part in a training scheme for health or other socially justified reasons and accordingly does not achieve its purpose by the agreed time, the establishment shall offer him a prolongation of his contract. The termination of a worker's contract of employment shall simultaneously terminate his training contract.

(2) Where a training contract has to be prematurely terminated, agreement to that effect shall normally be reached between the worker and the establishment. The establishment shall draw up the agreement in writing in the case of training contracts covered by subsection (2) of section 153.

(3) A training contract may be terminated by notice on the part of the worker or the establishment. It shall end on the giving of the notice.

(4) Notice of the termination of a training contract may not be given by an establishment unless the worker -

(a) has shown himself to be unsuited to the job for which he is receiving training;

(b) has been guilty of serious breaches of his obligations under the training contract, other obligations relating to his work or his civic obligations;

(c) has achieved unsatisfactory results despite extensive help;
(d) cannot be employed as intended in the establishment in the foreseeable future on account of structural changes, has refused a reasonable job corresponding to his intended training in some other establishment and the termination of his contract is necessary in the interests of society.

The notice shall be given in writing, with an indication of the reasons.

§ 157

(1) An establishment shall inform the appropriate trade union committee of its intention to conclude, modify or prematurely terminate a training contract. Representatives of the appropriate trade union committee in the establishment or the worker's representative shall be entitled to attend any discussions with the worker on his training.

(2) Notice of the termination of a training contract by the establishment shall require the prior consent of the appropriate trade union committee in the establishment.

§ 158

A worker shall have the right to lodge an objection with the disputes committee or the labour law chamber of the district court against notice of the termination of his training contract within two weeks of receiving the notice.

§ 159

The conclusion, modification or premature termination, including notice of termination, of a training contract with a young person under 18 years of age shall require the prior consent in writing of the persons responsible for his upbringing.

ANNEX 2: STATISTICS

Skilled worker's examinations passed by adults between 1960 and 1977, as compared with the number of apprentices

Year	Apprentices (including vocational training plus university entrance qualification)		Adults	
	total	of whom female	total	of whom female
1960	125 877	48 797	30 110	12 455
1965	108 284	48 123	89 472	37 195
1966	108 941	48 918	76 972	36 559
1967	198 896	48 312	64 275	32 228
1968	141 280	64 551	80 182	40 451
1969	153 413	71 141	87 398	45 254
1970	159 368	74 387	101 127	53 642
1971	150 600	69 817	72 202	40 856
1972	153 669	71 181	69 905	39 21[illegible]
1973	157 860	73 769	71 726	39 255
1974	171 446	80 431	76 116	44 302
1975	172 122	80 793	85 139	48 511
1976	170 052	79 414	73 741	39 820
1977	170 212	75 468	63 051	34 4[illegible]2

Skilled worker's examinations passed in 1975, grouped by selected occupations (apprentices and adults)

Occupation	Apprentices (including vocational training plus university entrance qualification)		Adults	
	total	of whom female	total	of whom female
Skilled concrete worker	371	26	249	24
Skilled worker in control engineering	2 099	512	184	15
Data processor	1 613	1 244	552	447
Skilled worker in electronics	2 603	982	125	36
Electrical fitter	6 872	496	616	57
Fitter	1 578	44	1 049	71
Skilled worker for plant and equipment	479	60	1 015	359
Skilled worker in chemical engineering. skilled chemical worker	2 523	1 681	1 355	836
Shoe-maker	590	520	758	656
Skilled worker for wood working	564	158	581	330
Bricklayer	3 530	4	639	7
Motor mechanic	1 340	2	571	1
Skilled worker in crop farming/ skilled worker for farm machinery	2 591	496	5 239	2 472
Animal breeder/farm equipment operator	2 182	1 408	210	107
Cattle-breeder	518	247	3 695	2 045
Pig-breeder	136	42	1 432	917

(cont.)

(cont.)

Occupation	Apprentices (including vocational training plus university entrance qualification)		Adults	
	total	of whom female	total	of whom female
Skilled worker for transit and storage	771	544	232	171
Business clerk	9 086	8 580	11 210	10 928
Skilled worker for operations and transport in the postal communications and publication distribution	1 182	1 071	1 140	1 041
Roofer	495	-	158	-
Skilled worker for textiles manufacturing	4 375	4 098	4 153	3 555
Garment worker	2 370	2 357	734	726
Qualified salesman	8 613	8 461	3 490	3 289
Cook	3 014	1 502	1 535	1 289

Skilled worker's examinations passed by adults, classified by vocational groups (1975)

Vocational group	Total	of whom female
Agriculture, horticulture, forestry, fishery	13 800	7 010
Mining, quarrying, ceramics and glass industry	761	273
Building industry, wood processing	5 350	1 011
Metal production and processing, electrical engineering, electronics	11 053	2 702
Chemical industry, plastics processing	2 933	1 741
Paper manufacture and processing, polygraphic industry	747	435
Textile manufacture and processing, leather	6 281	5 493
Food, beverage and tobacco industry	3 798	2 760
Special technical jobs, machine operators	3 553	1 284
Others [1/]	36 863	24 802

[1/] Storage, commercial trades, transport, catering and domestic economy, public health, administration, other skilled trades

Number of participants in the People's Universities (all courses leading to a certificate)

Year	Total	Qualification			Preparation for	
		8th form	10th form	12th form	technical school	institution of higher learning
1965/66	49 937	8 075	16 541	6 871	17 376	1 074
1969/70	70 974	12 670	24 042	11 822	21 250	1 212
1970/71	73 224	11 479	26 348	12 716	21 700	981
1971/72	60 169	10 828	25 648	8 160	15 060	473
1972/73	44 647	8 891	22 322	5 030	8 189	215
1973/74	36 446	7 629	18 694	4 367	5 483	273
1974/75	31 252	6 653	16 060	4 439	3 768	332
1975/76	26 530	6 189	12 851	4 108	3 003	379

Number of participants in the People's Universities (individual courses leading to a certificate)

Year	Total	Qualification		
		8th form	10th form	12th form
1965/66	84 677	15 881	57 589	11 207
1969/70	76 563	13 717	50 583	12 263
1970/71	71 365	11 068	47 309	12 988
1971/72	64 391	11 199	44 005	9 187
1972/73	48 382	7 825	32 820	7 737
1973/74	32 709	5 360	21 856	5 493
1974/75	28 900	5 223	17 708	5 969
1975/76	24 637	4 720	13 040	6 877

Number of participants in the People's Universities (individual courses not leading to a certificate)

Year	Total	of whom		Stenography and typewriting
		Foreign languages	Pedagogics, psychology	
1965/66	185 075	36 254	10 975	62 942
1969/70	175 059	18 314	11 487	65 190
1970/71	176 464	19 313	14 027	66 689
1971/72	169 639	22 068	10 184	63 640
1972/73	173 815	27 413	8 971	59 827
1973/74	183 387	31 267	6 876	57 602
1974/75	194 978	33 574	7 957	53 461
1975/76	205 113	34 894	10 094	56 502

Number of graduates from universities, other institutions of higher learning and technical schools by distance and evening courses

Year	Technical schools				Universities and other institutions of higher learning			
	Distance courses		Evening courses		Distance courses		Evening courses	
	Total	of whom female	Total	of whom female	Total	of whom female	Total	of whom female
1960	3 600		2 700		2 685			
1961	4 100		2 900		2 654		4	
1962	7 000		4 400		3 525		15	
1963	10 800		5 400		4 161		149	
1964	10 600		6 100		5 233		249	
1965	12 600	4 600	5 100	600	5 530	653	492	56
1966	7 700	1 600	5 300	800	5 266	770	512	74
1967	8 900	3 000	3 600	500	4 149	761	367	53
1968	7 100	1 700	4 000	700	4 042	838	383	28
1969	10 800	4 000	4 600	1 000	4 214	725	458	33
1970	10 900	4 400	5 600	1 200	4 838	866	415	30
1971	11 900	5 100	5 100	1 200	5 834	1 039	289	25
1972	15 600	8 600	6 400	1 800	6 140	1 033	369	16
1973	14 500	6 400	11 000	4 000	7 007	1 310	224	24
1974	17 600	9 300	11 000	3 900	7 302	1 291	157	31
1975	13 300	6 900	9 200	3 200	8 688	1 557	133	75
1976	14 900	8 900	6 600	2 500	7 694	1 401	72	20

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ANNEX 3: STATUTORY PROVISIONS ON ADULT EDUCATION IN THE GDR

Constitution of the German Democratic Republic of 6th April, 1968, in the wording of the law of 7th October, 1974, concerning the modification and amendment of the Constitution of the German Democratic Republic (Law Gazette I, No. 47, p. 432)

Law on the integrated socialist educational system of 25th February, 1965 (Law Gazette I, No. 6, p. 83) in the wording of the decree of 30th June, 1966 (Law Gazette II, No. 88, p. 571)

Labour Code of the German Democratic Republic of 16th June, 1977 (Law Gazette I, No. 18, p. 125)

Law of 28th January, 1974, regarding the participation of youth in the development of the advanced socialist society and their all-round promotion in the German Democratic Republic - Youth Act of the GDR - (Law Gazette I, No. 5, p. 45)

Decision of the People's Chamber of the German Democratic Republic of 16th September, 1970, concerning the principles for the training and further training of working people in the development of the advanced social system of socialism in the German Democratic Republic (Law Gazette I, No. 31, p. 291)

Decree of 7th May, 1970, on the classification of skilled trades (Law Gazette II, No. 47, p. 348)

Third executive regulation of 9th August, 1976, regarding the decree on the classification of skilled trades (Law Gazette, special issue No. 883)

Regulation of 7th August, 1973, concerning the skilled worker's examination in socialist vocational training - examination rules - (Law Gazette I, No. 40 of 5th September, 1973)

Instruction of 22nd May, 1973, on the application of official curricula in adult education leading to the skilled worker's certificate, taking account of existing qualifications, particularly of experience of work and life (Verfügungen und Mitteilungen des Staatssekretariats für Berufsbildung, No. 6/73, p. 41)

Decree of 27th June, 1973, on the training and further training of supervisors (Law Gazette I, No. 33, p. 342)

Regulation of 12th December, 1972, on the assistance to be given to women working full time who undergo training to become skilled production workers (Law Gazette II, No. 74, p. 860)

Regulation of 1st July, 1973, on exemption from work and financial arrangements for participants in distance and evening courses and in further education courses at institutions of higher learning and technical schools (Law Gazette I, No. 27, p. 268)

Regulation of 1st July, 1973, on distance and evening courses at institutions of higher learning and technical schools (Law Gazette I, No. 31, p. 301)

Regulation of 1st July, 1973, on the application, selection and admission concerning distance and evening courses at institutions of higher learning and technical schools (Law Gazette I, No. 31, p. 302)

Regulation of 1st July, 1973, on post-graduate studies at institutions of higher learning and technical schools (Law Gazette I, No. 31, p. 308)

Working rules for the People's Universities of 1st August, 1969 (Verfügungen und Mitteilungen des Ministeriums für Volksbildung No. 18/69, p. 303)

General examination rules of 1st July, 1969, for the acquisition of qualifications in the mastery of foreign languages (Verfügungen und Mitteilungen des Ministeriums für Hoch- und Fachschulwesen No. 6/69, p. 33)

Directive of 30th January, 1970, concerning the organization of courses and examinations for the acquisition of qualifications in the mastery of foreign languages at the People's Universities (Verfügungen und Mitteilungen des Ministeriums für Volksbildung No. 6/70, p. 33)

Directive of 21st April, 1969, regarding the organization of courses leading to university entrance qualification at the People's Universities, and of courses at the People's Universities and establishments attached to enterprises serving the preparations, within a short time, of working people for studies at an institution og higher learning (Verfügungen und Mitteilungen des Ministeriums für Volksbildung No. 10/69, p. 195)

Decree of 29th July, 1976, on the further improvement of social assistance for disabled and seriously disabled persons (Law Gazette I, No. 33, p. 411)

ANNEX 4: SELECTED PUBLICATIONS ON ADULT EDUCATION IN THE GDR

Achtel, K.; Merbach, S.: Effektiver Einsatz der Literatur für das Selbststudium in der Grundlagenbildung der Meister (Efficient use of the literature for independent study in the basic training of supervisors)
In: Berufsbildung, Berlin 29 (1975) 10, p. 426 - 464

Achtel, K.; Merbach, S.: Befähigung des Meisters zur politischen Überzeugungsarbeit - Voraussetzungen für die Erhöhung seiner erzieherischen Wirksamkeit (The ability of supervisors to impart political convictions - a prerequisite for increasing their educational efficiency)
In: Berufsbildung, Berlin 31 (1977) 3, p. 146 - 148

Achtel, K.; Pogodda, G.; Illge, E.: Bestimmung der Anforderungen bei der Weiterbildung der Facharbeiter und Meister (Determination of the requirements made on the further training of skilled workers and supervisors)
In: Berufsbildung, Berlin 31 (1977) 6, p. 284 - 287

Alt, R.: Erziehung und Gesellschaft (Education and society)
Berlin: Volk und Wissen Volkseigener Verlag, 1975, 546 pp.

Autorenkollektiv (team of authors): Zur aufgaben- und objektbezogenen Qualifizierung (On task- and project-related personnel training)
Berlin: Volk und Wissen Volkseigener Verlag, 1974, 99 pp.

Autorenkollektiv (team of authors): Zur Reproduktion des Qualifikationsniveaus der Werktätigen und der Bildungsfonds (On the reproduction of the level of working people's vocational skills and of the existing education)
Berlin: Akademie-Verlag, 1974, 125 pp.

Autorenkollektiv (team of authors): Unser Arbeitsgesetzbuch, Eine Einführung (Our Labour Code. An introduction)
Berlin: Verlag Tribüne (1977), 96 pp.

Autorenkollektiv (team of authors): Ökonomie und Bildung im Sozialismus (Economics and education under socialism)
Berlin: Verlag Die Wirtschaft, 1977, 304 pp.

Bauer, M.: Die Entwicklung der Volkshochschulen der Deutschen Demokratischen Republik im Zeitraum der sozialistischen Umgestaltung des Schulwesens (The development of People's Universities in the German Democratic Republic in the period of the socialist transformation of the school system)
Berlin: Akademie der Pädagogischen Wissenschaften der DDR. Doctoral thesis A of 12th October, 1973, 211 pp., 150 references, annex of 40 pp. (typed)

Bauer, M.: Volkshochschulen - Bestandteil der Aus- und Weiterbildung (People's Universities - part of the system of training and further training)
In: Presse-Information, Berlin (1976) 34 (4251) of 23rd March, p. 5-6

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In: Presse-Information, Berlin (1974) 5, p. 5-6

Bericht. Zentraler Erfahrungsaustausch zu Fragen der Aus- und Weiterbildung der Facharbeiter und Meister am 5. November 1974 in Berlin (Report on the central exchange of experience on problems of the training and further training of skilled workers and supervisors, held in Berlin on 5th November, 1974)
Berlin: Staatssekretariat für Berufsausbildung, 1974, 119 pp.

Bericht über den zentralen Erfahrungsaustausch zu Fragen der Aus- und Weiterbildung der Facharbeiter und Meister am 25. November 1976 in Cottbus (Report on the central exchange of experience on

problems of the training and further training of skilled workers and supervisors, held in Cottbus on 25th November, 1976)
Berlin: Staatssekretariat für Berufsausbildung, 1977, 116 pp.

Bleibaum, J.; Fleischhauer, K.-H.: Facharbeiterausbildung Werktätiger nach überarbeiteten Lehrplänen (Skilled worker's training for working adults according to revised curricula)
In: Berufsbildung, Berlin 31 (1977) 9, p. 408-410

Böhme, H.-J.: 25 Jahre Grundlagenstudium Marxismus-Leninismus (25 years of the study of the foundations of Marxism-Leninism)
In: Das Hochschulwesen, Berlin 24 (1976) 8, p. 216-223

Bühl, H.: Ständiges Lernen - ein sozialistisches Lebensprinzip (Constant learning - a principle of socialist life)
In: Arbeit, Berlin (1974) 3, p. 40-44

Eckardt, H.-D.: Intensive Vorbereitung der Grundlagen- und Fachbildung der Meister (Intensive preparation of supervisors' basic and special training)
In: Berufsbildung, Berlin 31 (1977) 1, p. 40-43

Enders, U.: Zum pädagogischen Prozess der Aus- und Weiterbildung der Werktätigen (On the pedagogical process of the training and further training of working adults)
In: Berufsbildung, Berlin 27 (1973) 7/8, p. 316-319

Fleischhauer, K.-H.: Weiterbildung der Facharbeiter und Meister auf dem Gebiet der wissenschaftlichen Arbeitsorganisation (The further training of skilled workers and supervisors in the field of scientific work organization)
In: Berufsbildung, Berlin 26 (1972) 12, p. 569-570

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In: Berufsbildung, Berlin 29 (1975), p. 308-311

Fleischhauer, K.-H.; Treffkorn, G.: Berücksichtigung der vorhandenen Qualifikation sowie der Arbeits- und Lebenserfahrungen bei der Ausbildung Werktätiger zu Facharbeitern (How to take account of existing qualifications and of experience of work and life in skilled worker's training for working adults)
In: Berufsbildung, Berlin 27 (1973) 1, p. 23-26

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Berlin: Dietz Verlag, 1972, 356 pp.

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Berlin: Dietz Verlag, 1976, 80 pp.

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Berlin: Volk und Wissen Volkseigener Verlag, 1971, 240 pp.

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Berlin: Verlag Tribüne, 1973, 118 pp.

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Berlin: Volk und Wissen Volkseigener Verlag, 1974, 120 pp.

Henschke, E.: Hinweise zur Gestaltung des Meisterpraktikums in den sozialistischen Betrieben (Remarks on the organization of supervisors' practical courses in socialist enterprises)
In: Arbeit und Arbeitsrecht, Berlin 30 (1975) 23, p. 726-727

Hesse, K.; Schüsseler, R.: Zur Einführung des Faches Sozialistisches Recht in der Grundlagenbildung der Meister (On the introduction of the subject Socialist Law in supervisors' basic training)
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